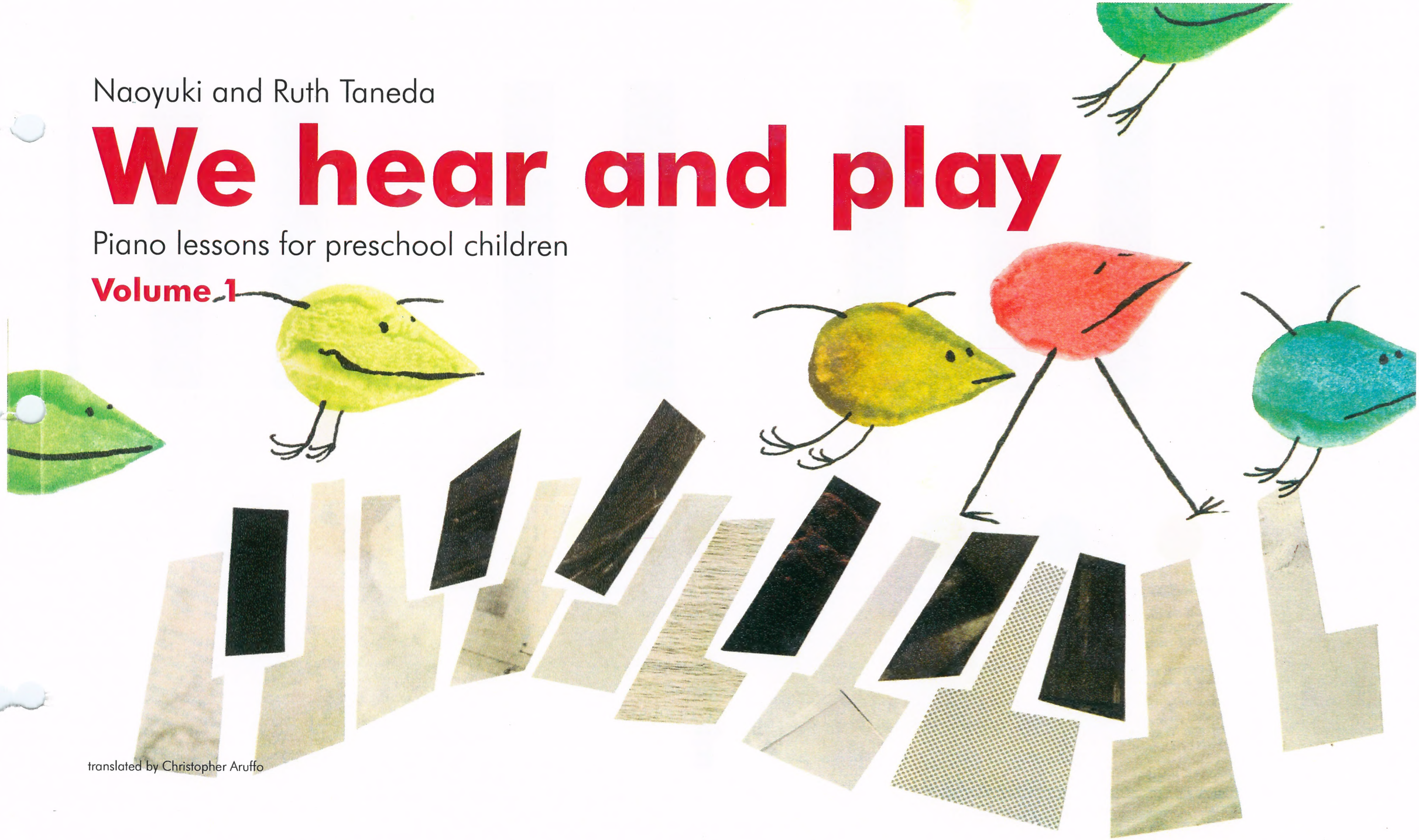
Naoyuki and Ruth Taneda

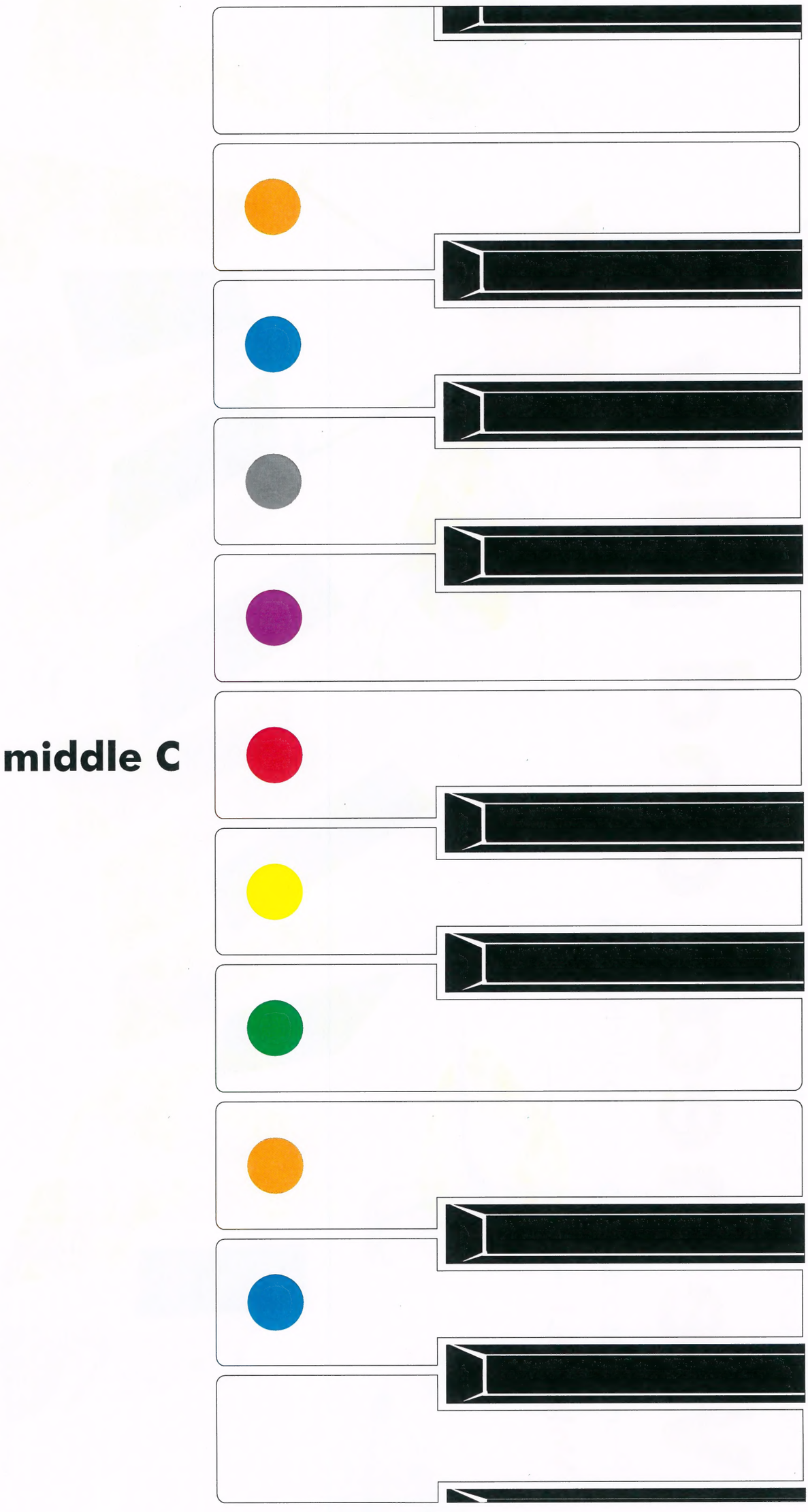
We hear and play

Piano lessons for preschool children

Volume 1



translated by Christopher Aruffo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Naoyuki and Ruth Taneda

We hear and play

Education for absolute pitch
Piano lessons for preschool children

Illustration: Andreas Schürman

Volume 1

Translated by Christopher Aruffo for Acoustic Learning, Inc.

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For the parents

You have made the decision to train your child in music. This is a wonderful thing, for only you, the parents, can create interests for your infant child that will enrich their later life.

Starting between 3 and 4 1/2 years is vital to this training, because certain skills, such as absolute pitch, can only be taught at this beginning phase of human development.

In addition to general musical instruction, we teach an emotional relationship to music. We develop musical expression, and teach the child to read and write musical notation.

Our method has three main goals:

- Acquisition of absolute pitch
- Development of rhythmic feeling
- Piano playing with good technique and sound quality

Detailed references to these points can be found in *Education for Absolute Pitch: A New Way to Learn Piano. Handbook for Teachers and Parents*.

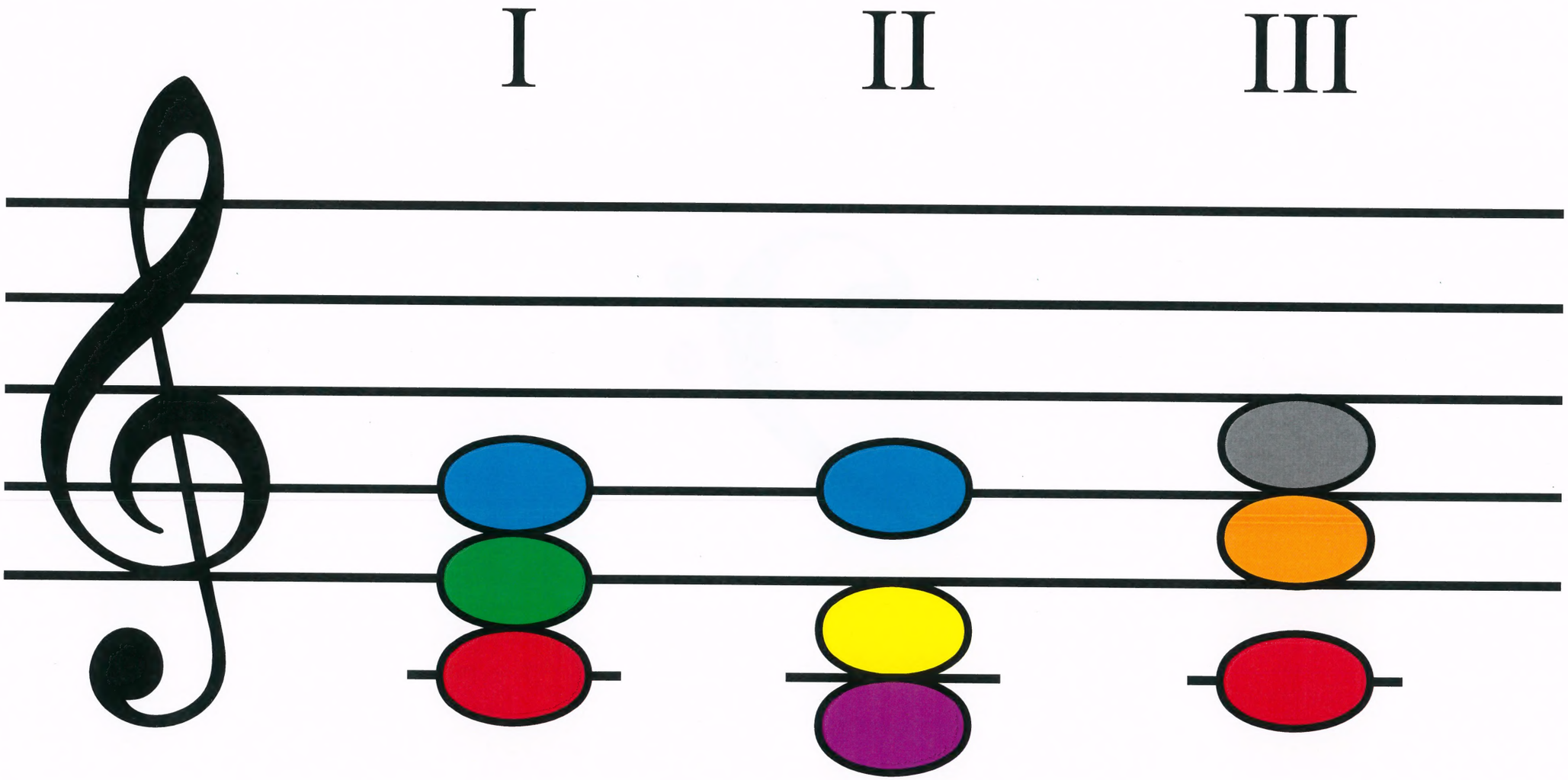
The most important activities in your child's life are his or her games. Teaching your child is most effective when the training takes the form of a game. You should play our musical games with your child every day.

Here are some of the essential principles for successful practicing.

- Only practice when your child is in a suitable mood.
- Do not tear your child away from another enjoyable activity in order to practice music.
- Never force your child to do something against his or her will. Create situations where he or she will want to join in.
- Try to find a good time each day where your child is able to fully concentrate on the material.
- Do not expect that your child will gradually learn to practice alone, without your help. This is asking too much of a child. Your child will require your assistance all the way through adolescence. Of course, what your child can do alone, he or she must be allowed to do independently. Your presence is often more important than your assistance. The musical games become a kind of team effort between you and your child.
- Each of your child's efforts is positive and commendable, and must be rewarded. Until very late in the training, your child needs immediate confirmation of his or her achievements, in order to maintain his or her motivation to achieve. Very simply: praise works much better than blame.
- For this reason, you should never criticize or point out your child's mistakes in playing or hearing, but should ignore them and instead return to an easier task.
- In all phases of child development, there is progress, stagnation, and sometimes setbacks. Be patient with your child, and demand only as much as he or she is able to give.
- One parent should monitor the daily practicing. This helps because it provides a firm association for the child's routine. Naturally, the other parent should not be excluded from participating and from providing encouragement; your child will quickly notice how seriously you treat the method, and will react accordingly.

A technical reference: tune your piano at least twice annually to A = 442.5 Hz.

Musical training can succeed only if all its participants have the same goal. Then your efforts will certainly meet with success, and both you and your child will be enriched through your relationship to musical experience.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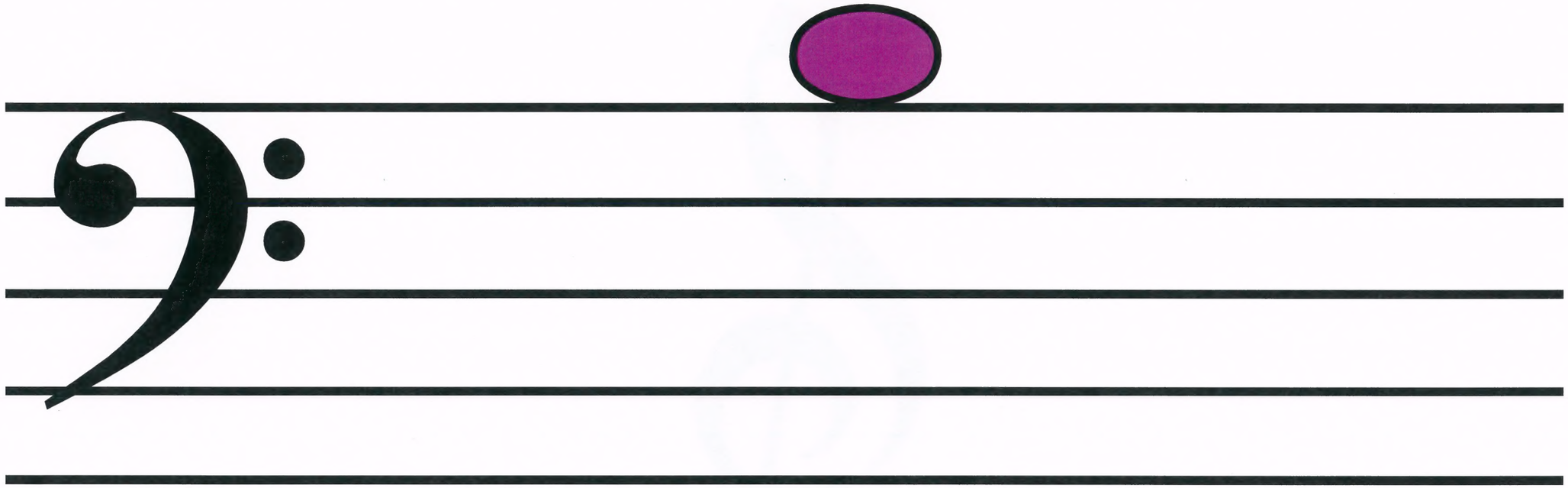

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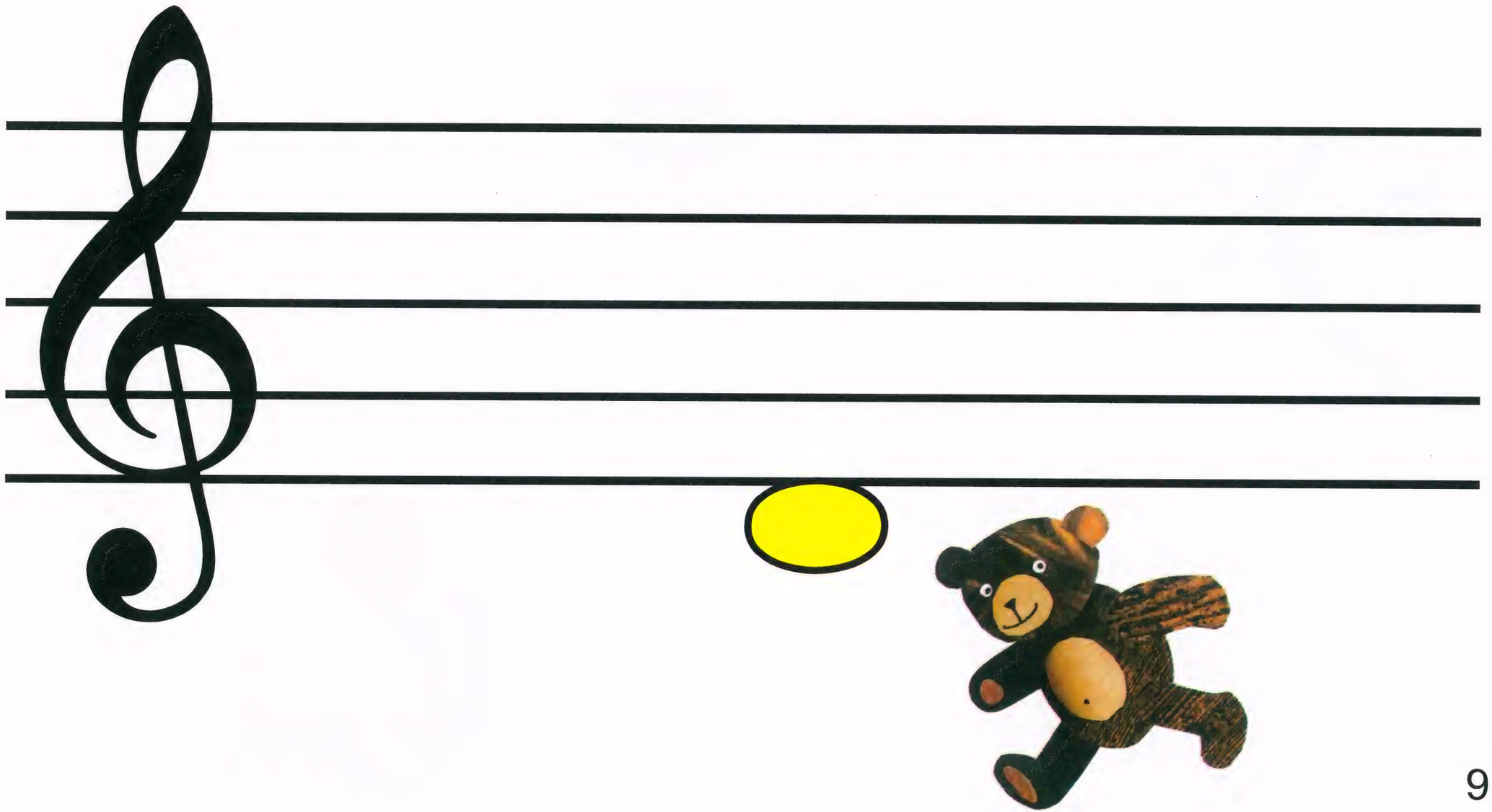

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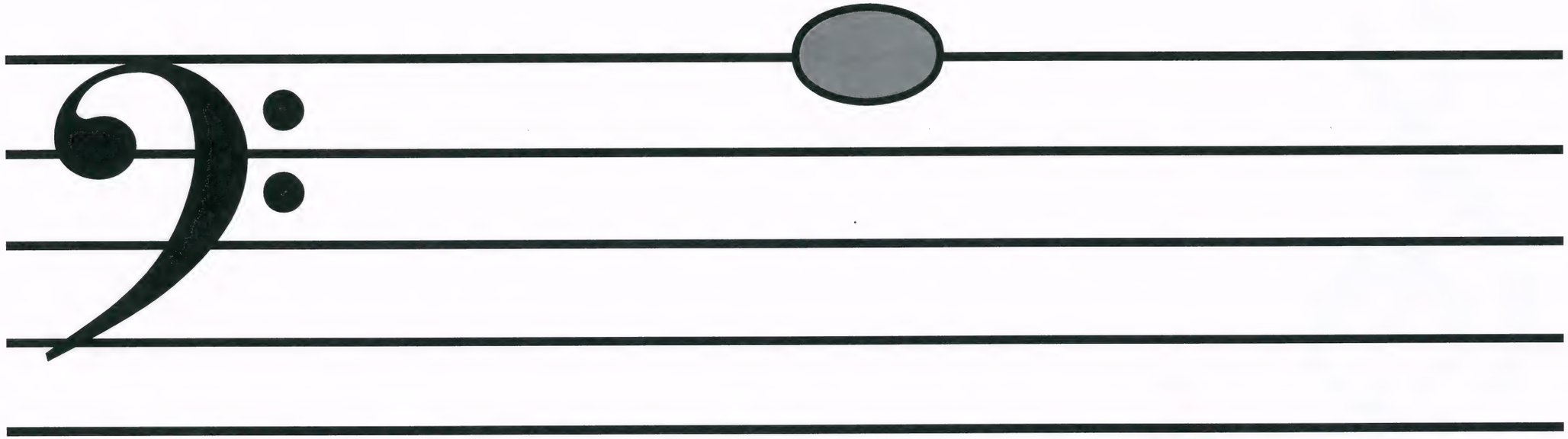

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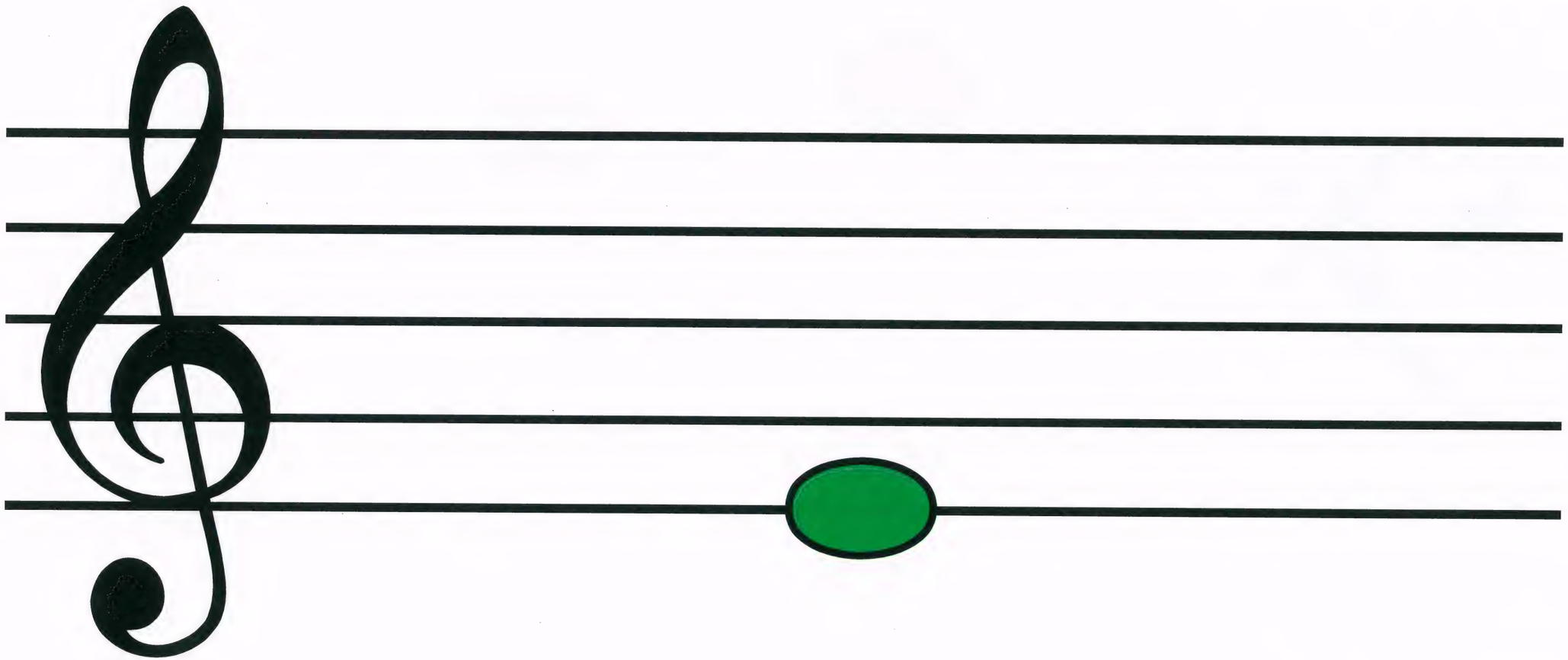

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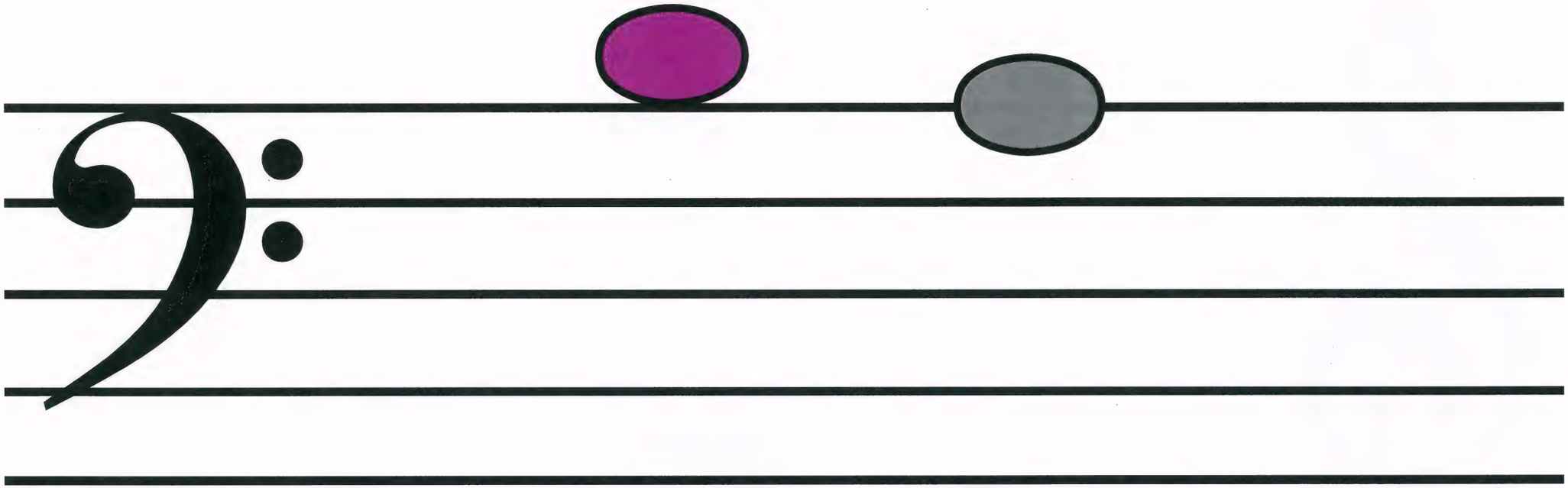

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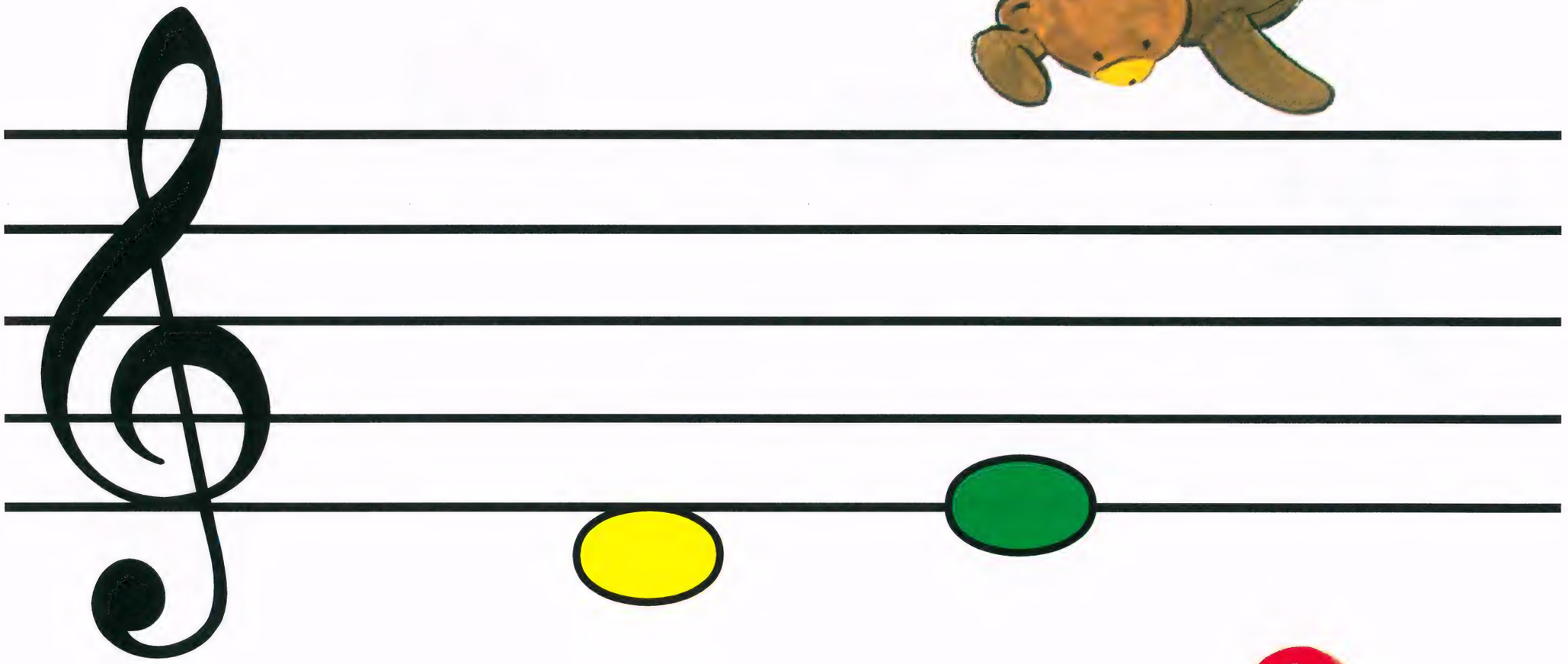

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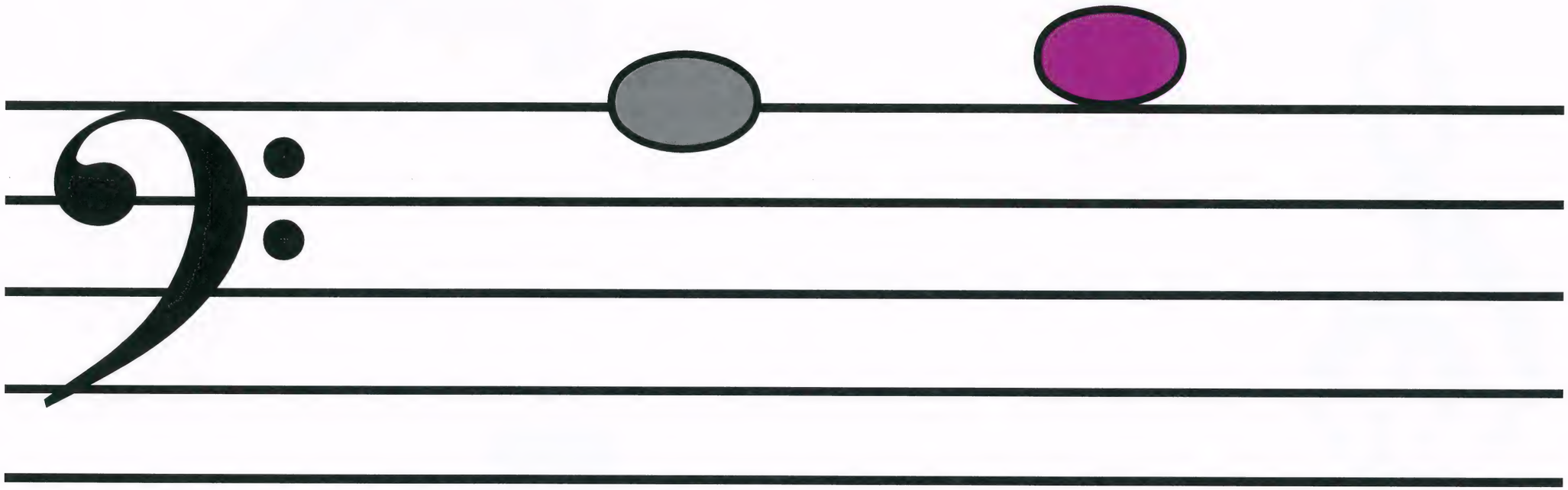

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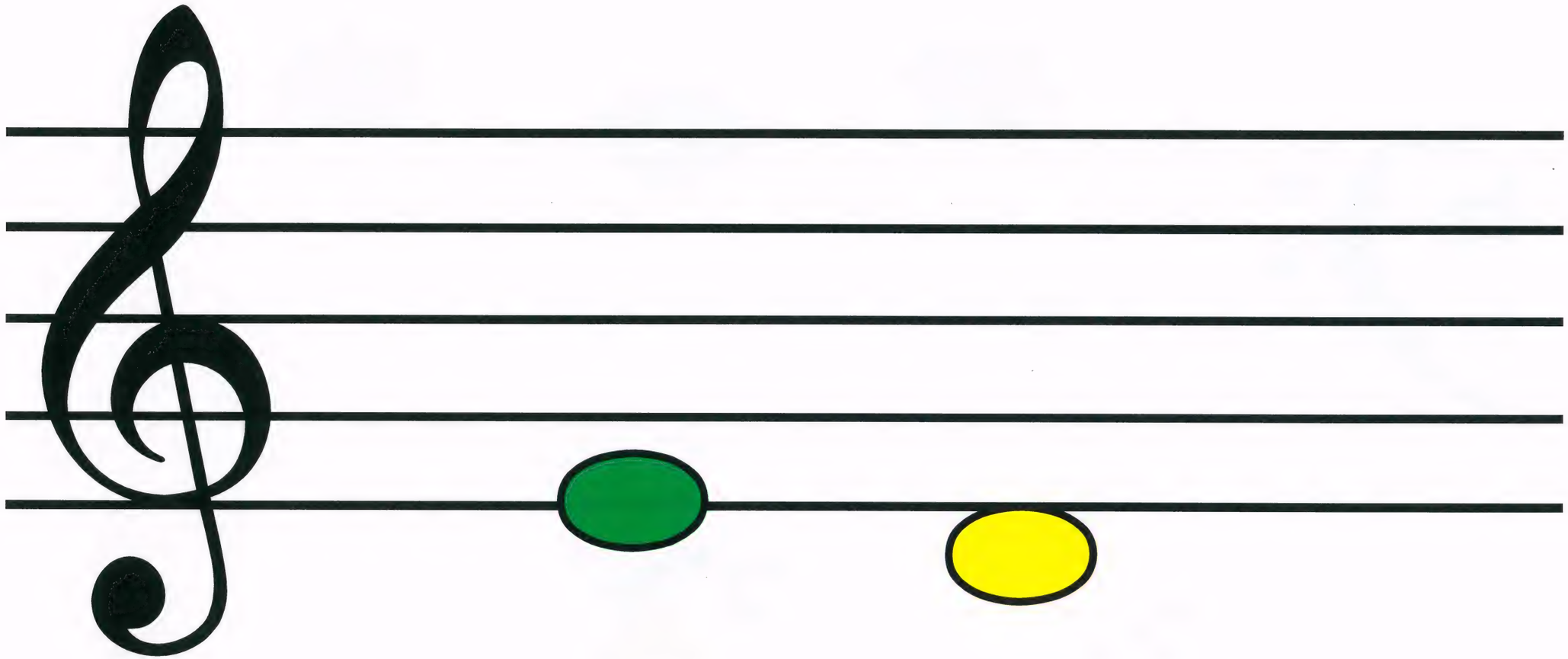

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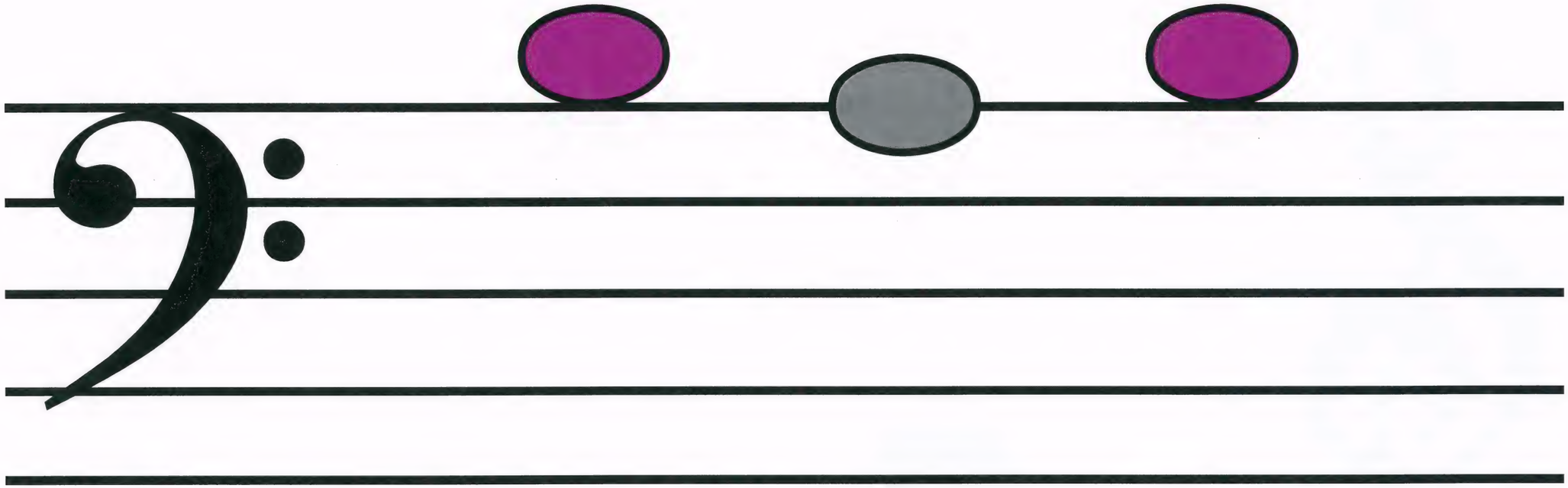

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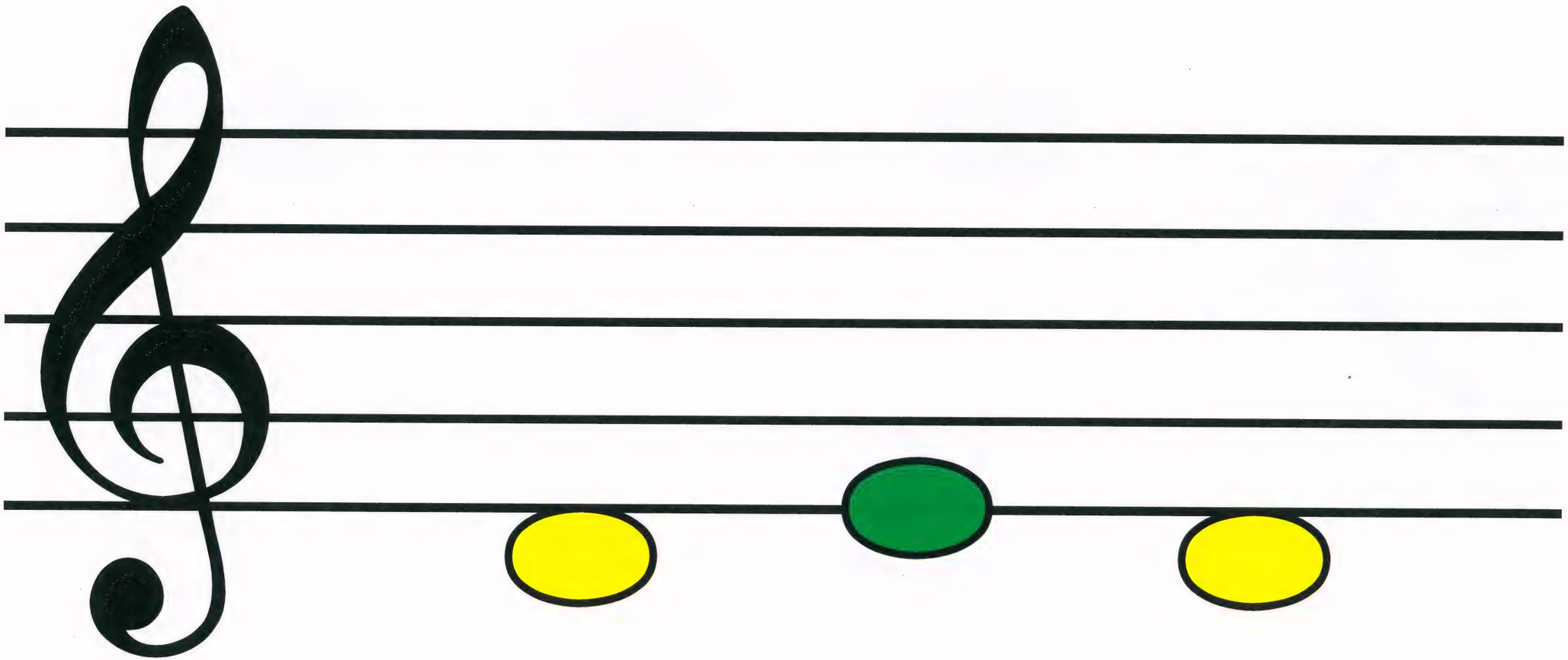

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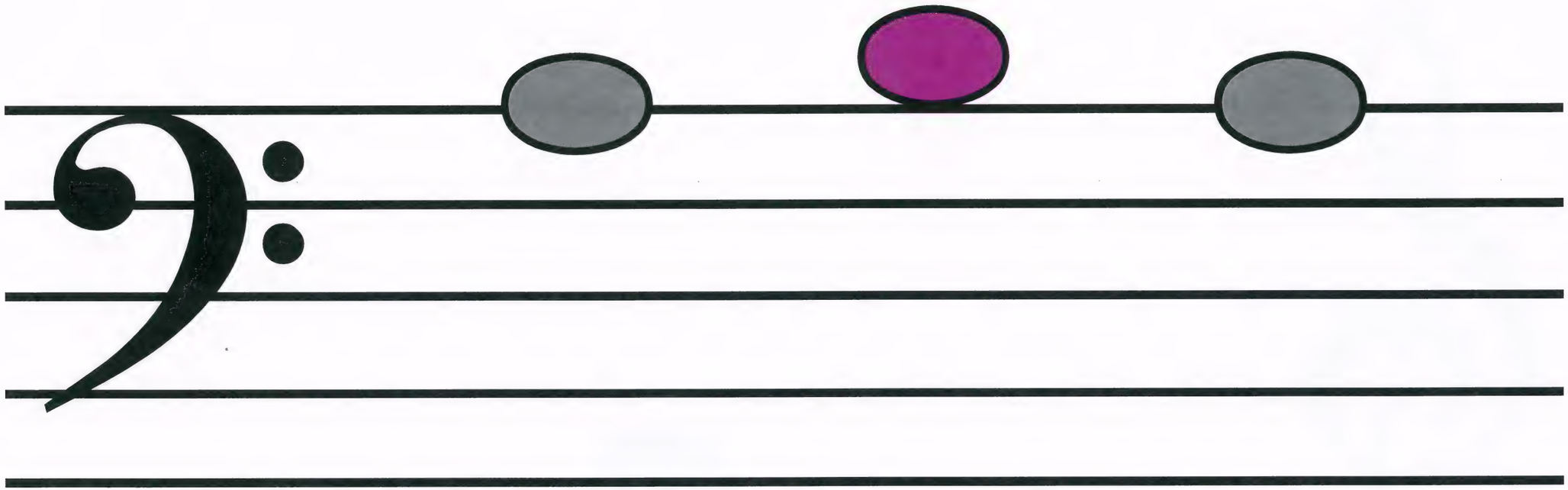

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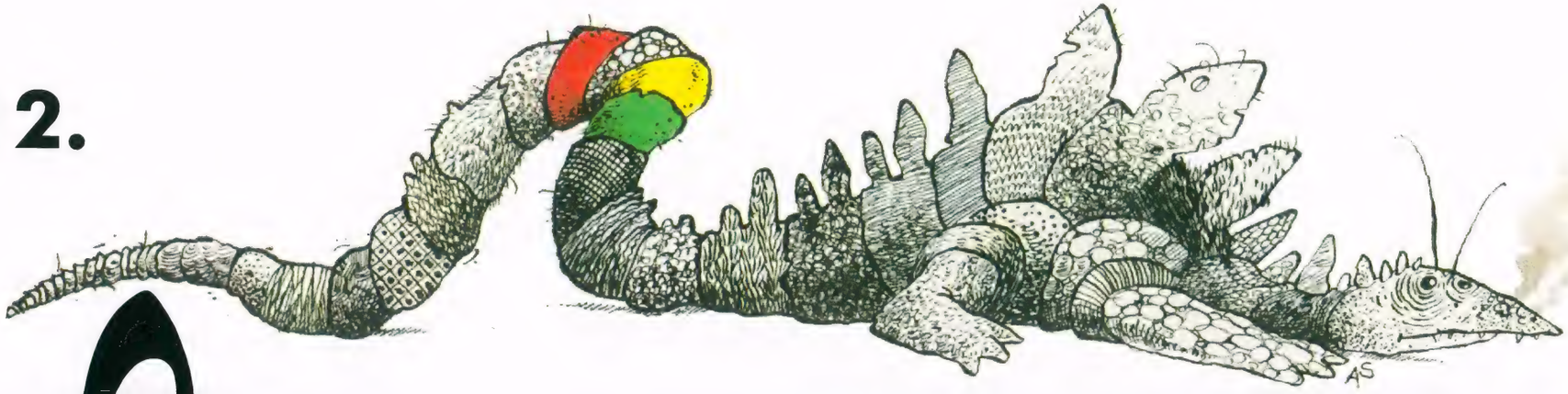

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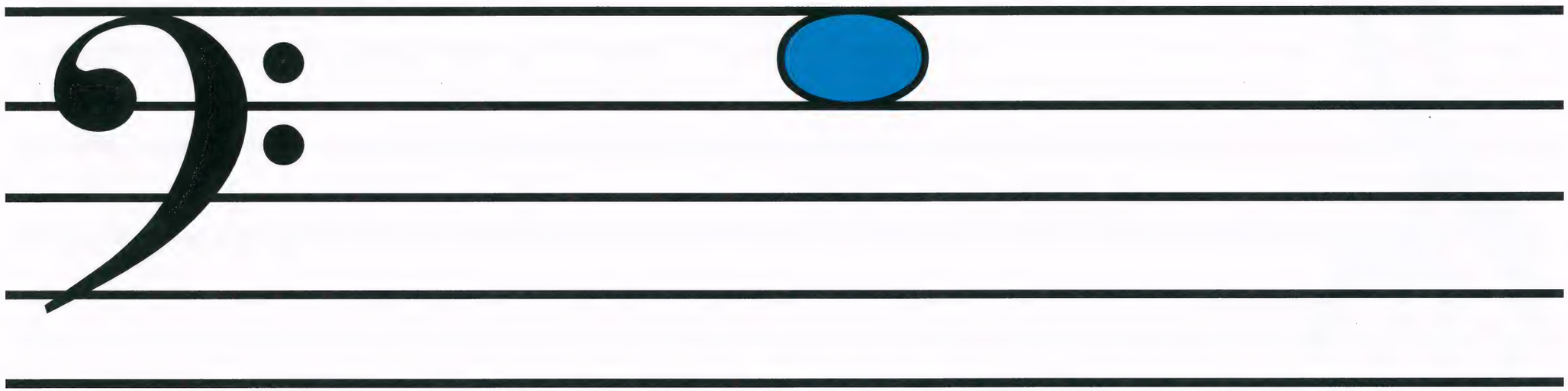

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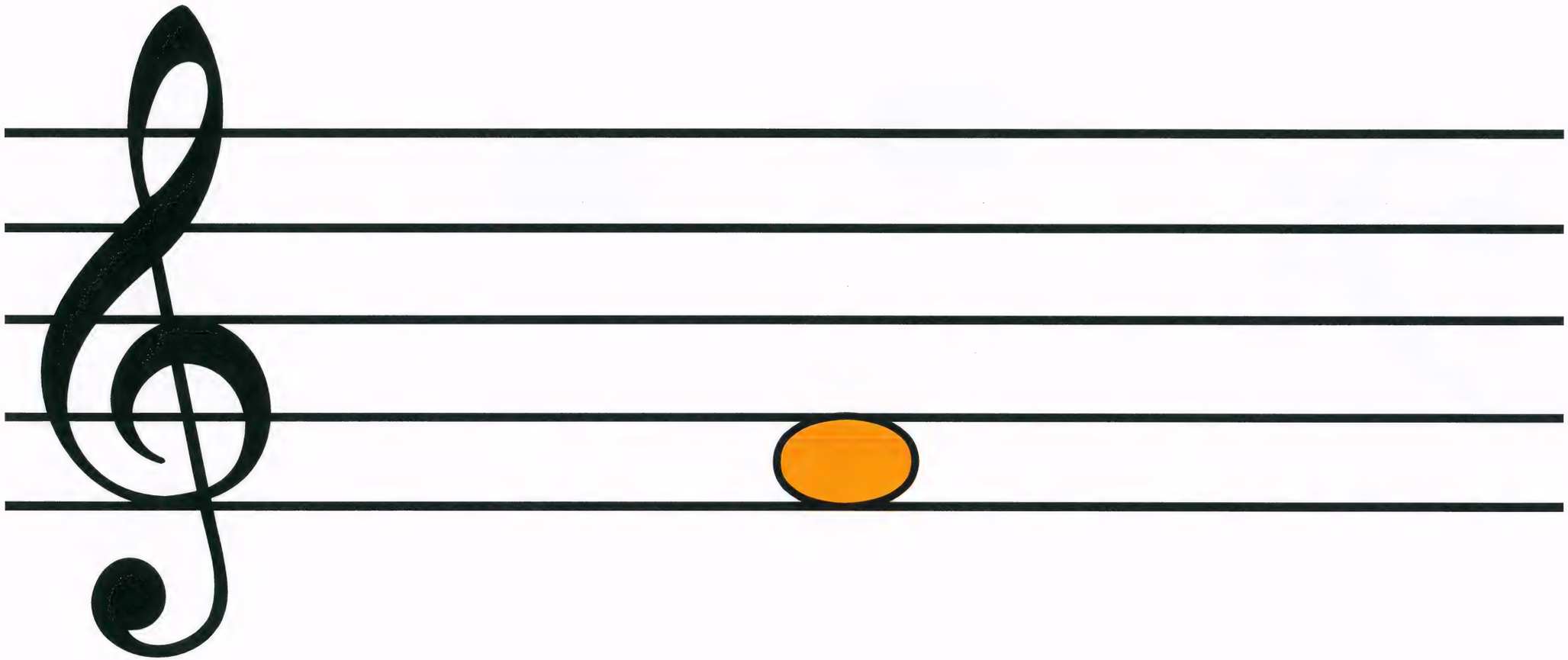

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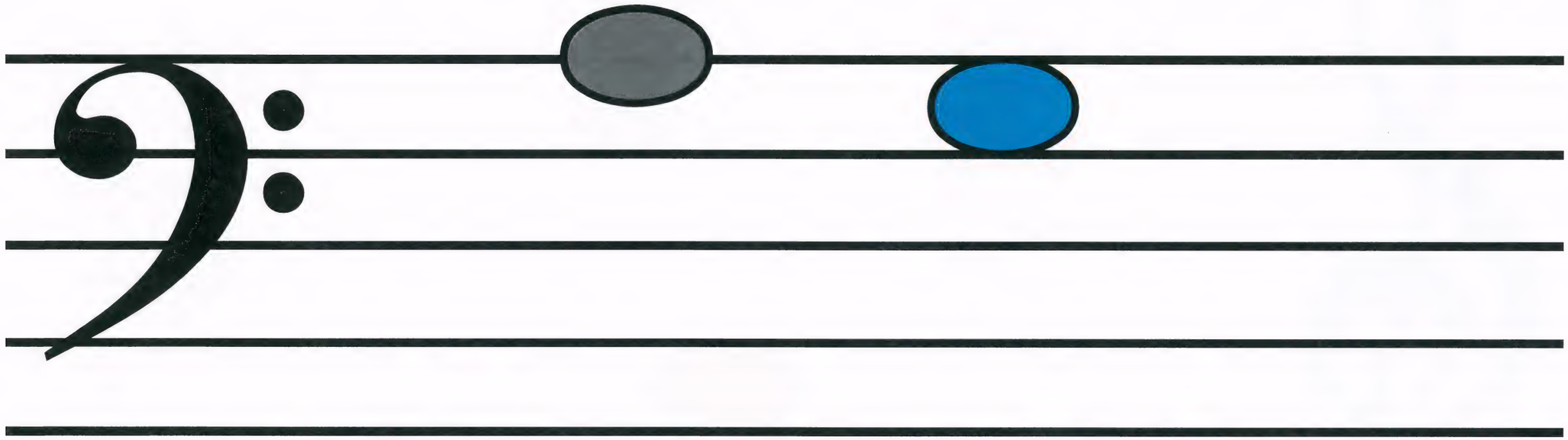

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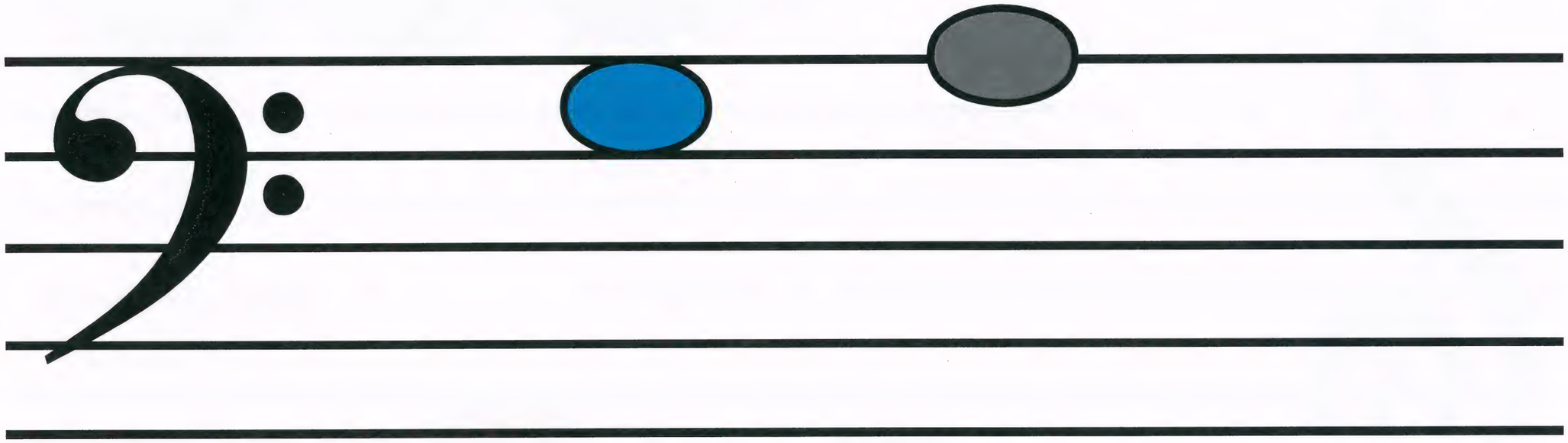

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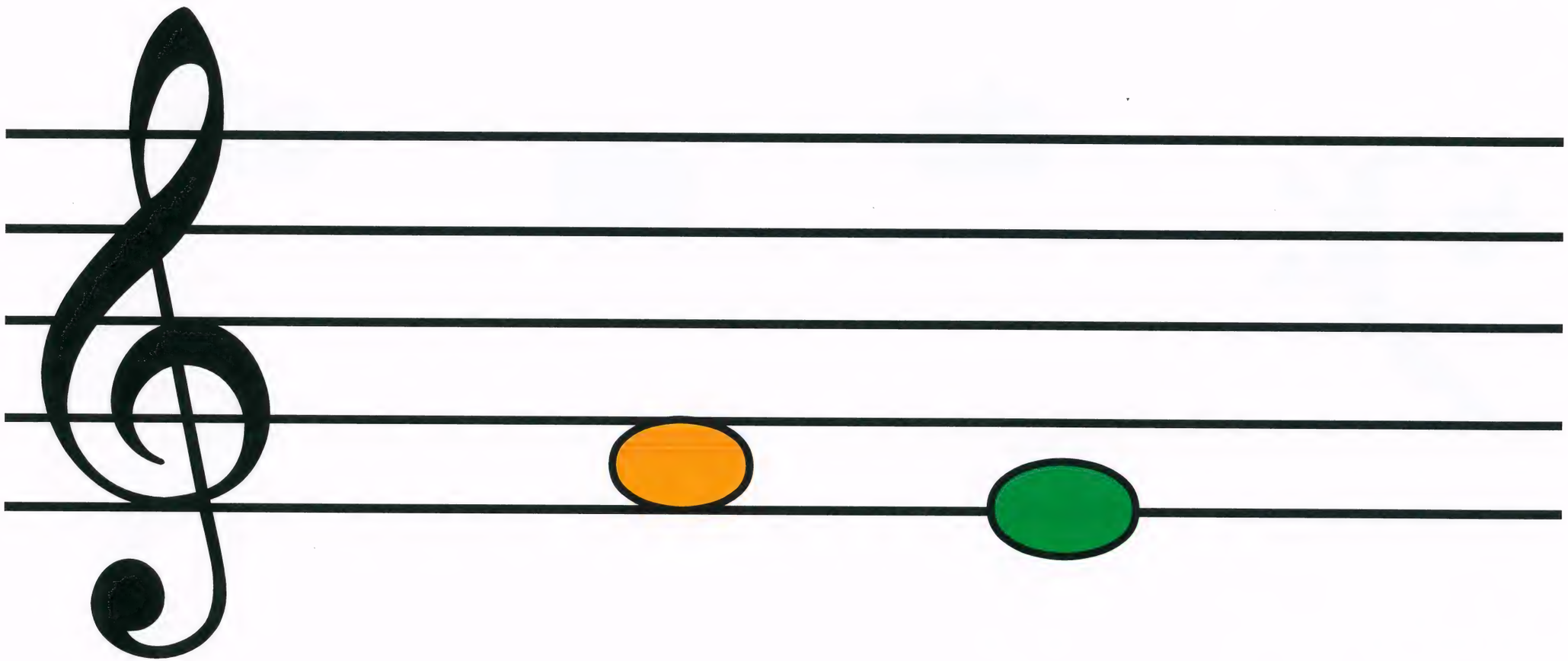

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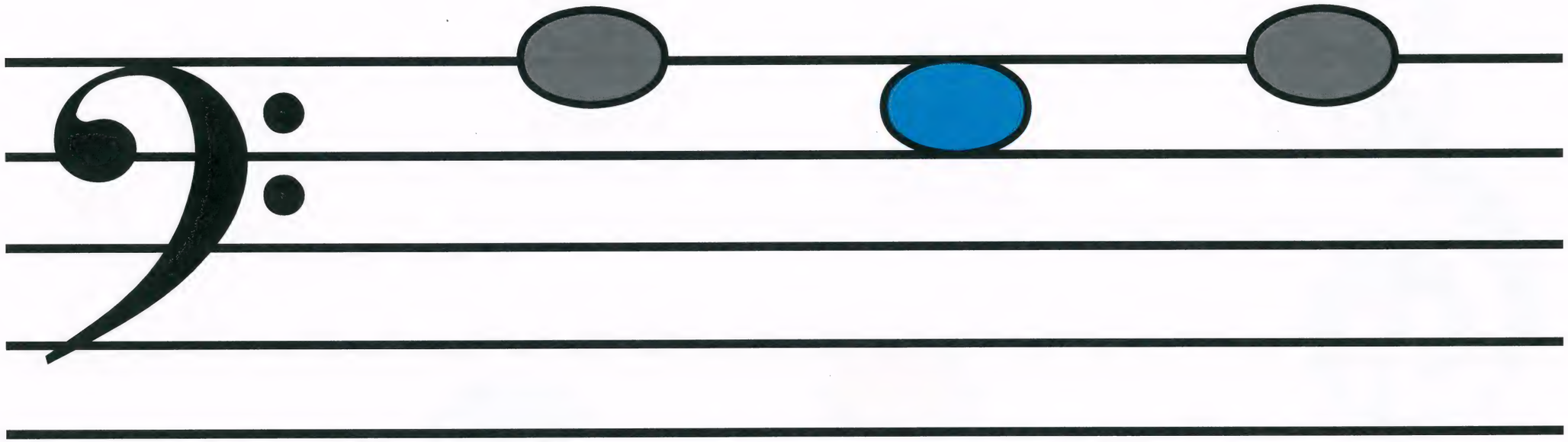

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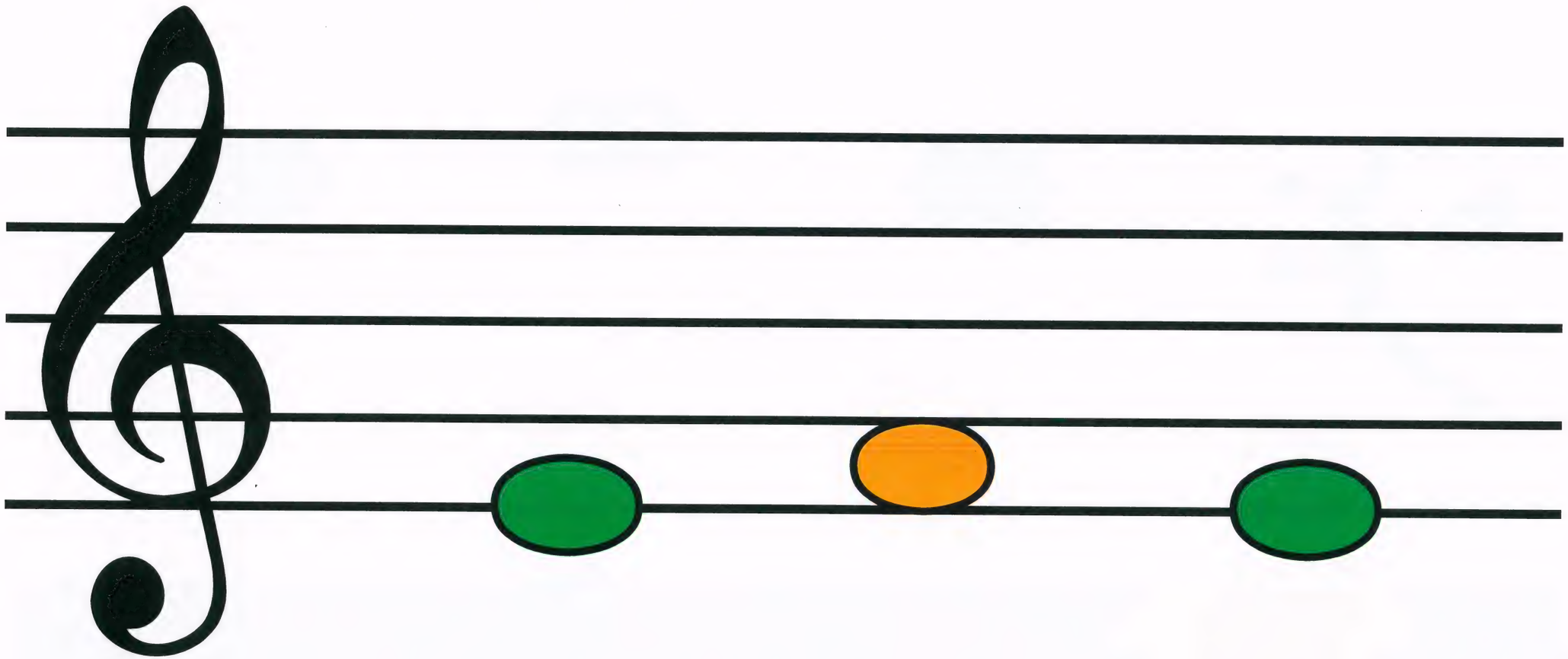

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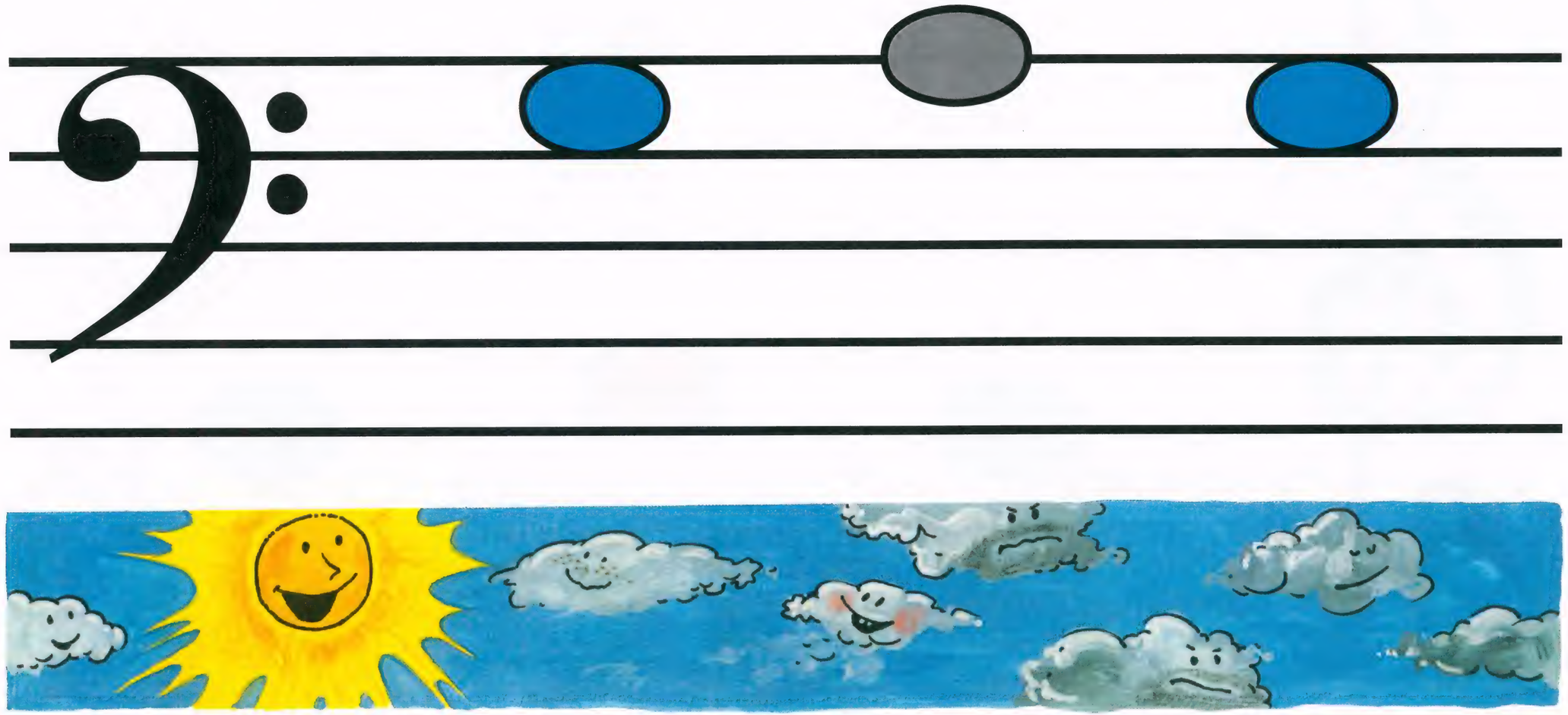

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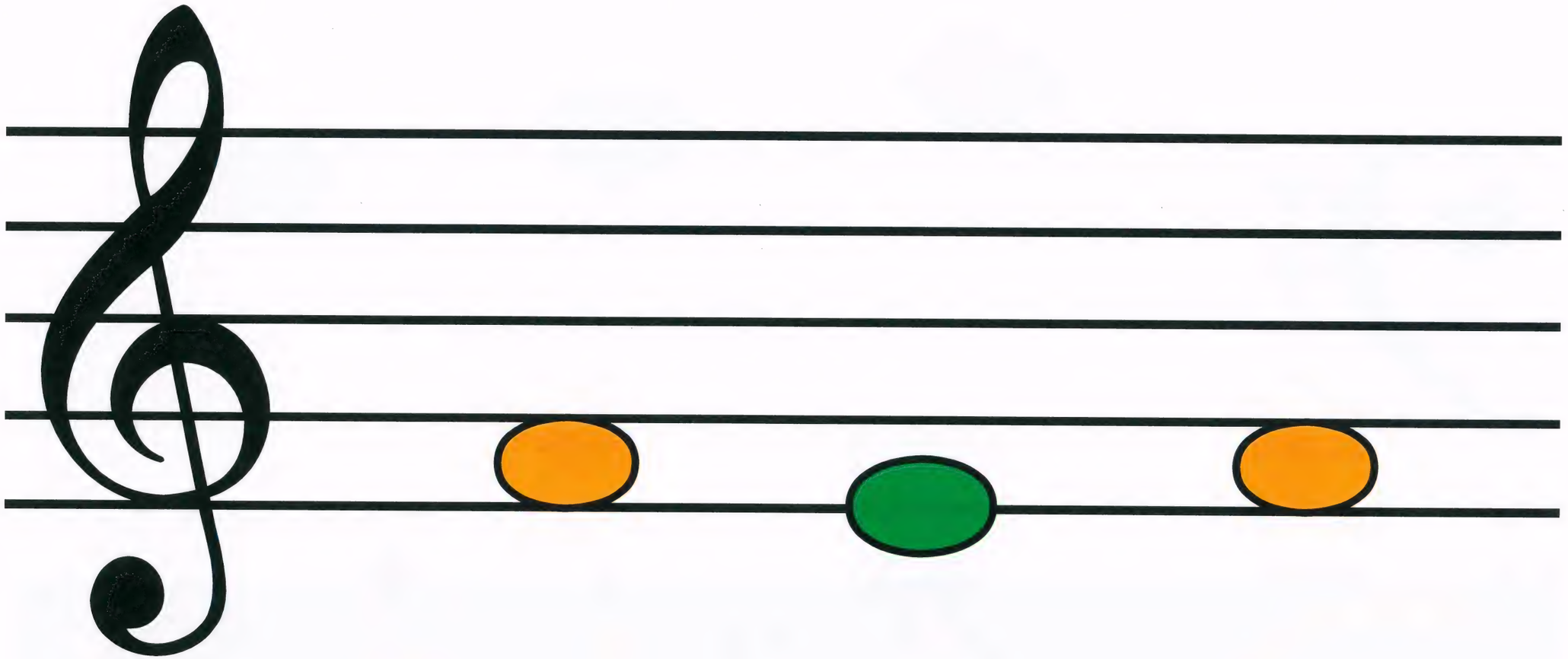

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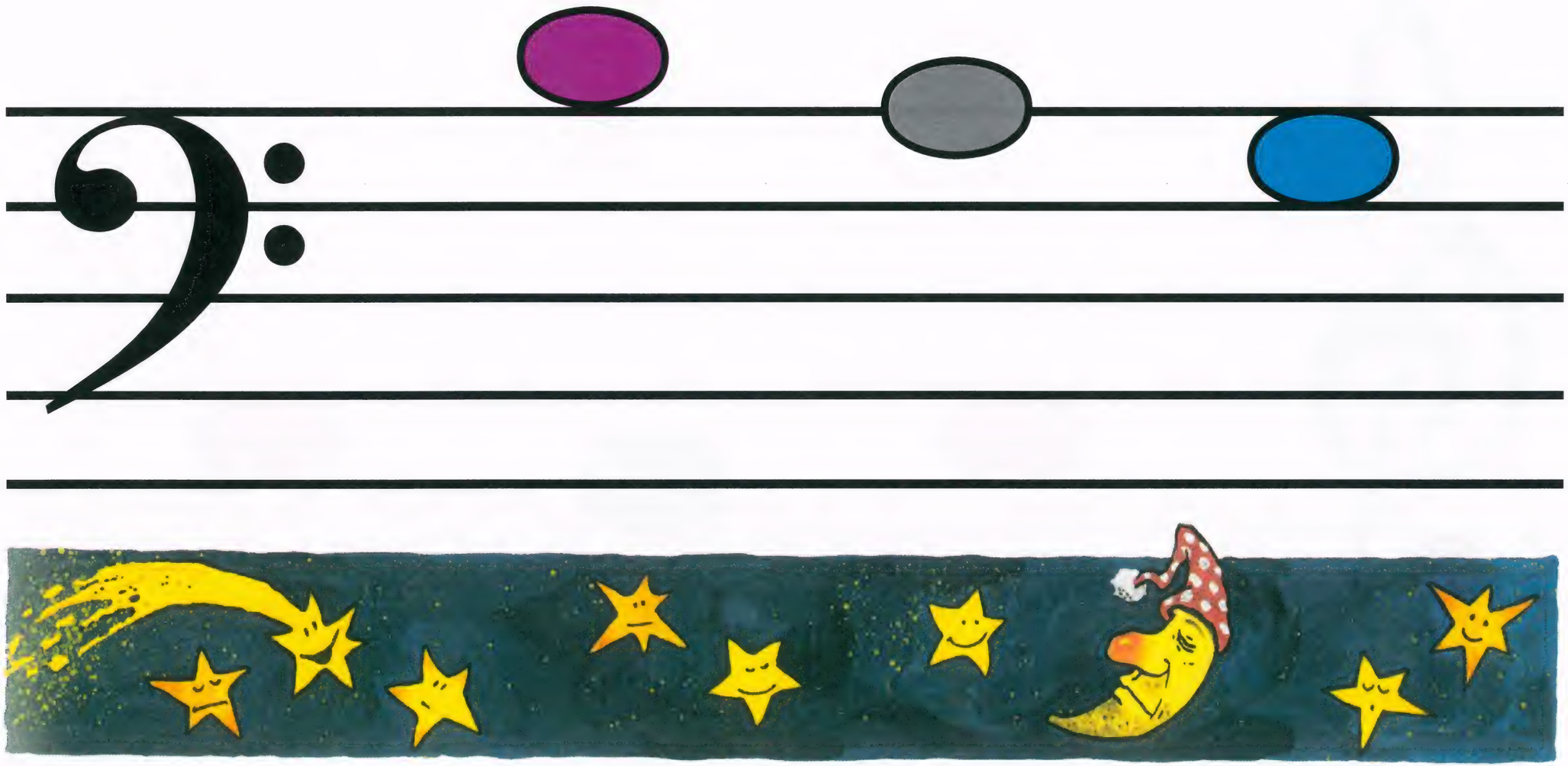

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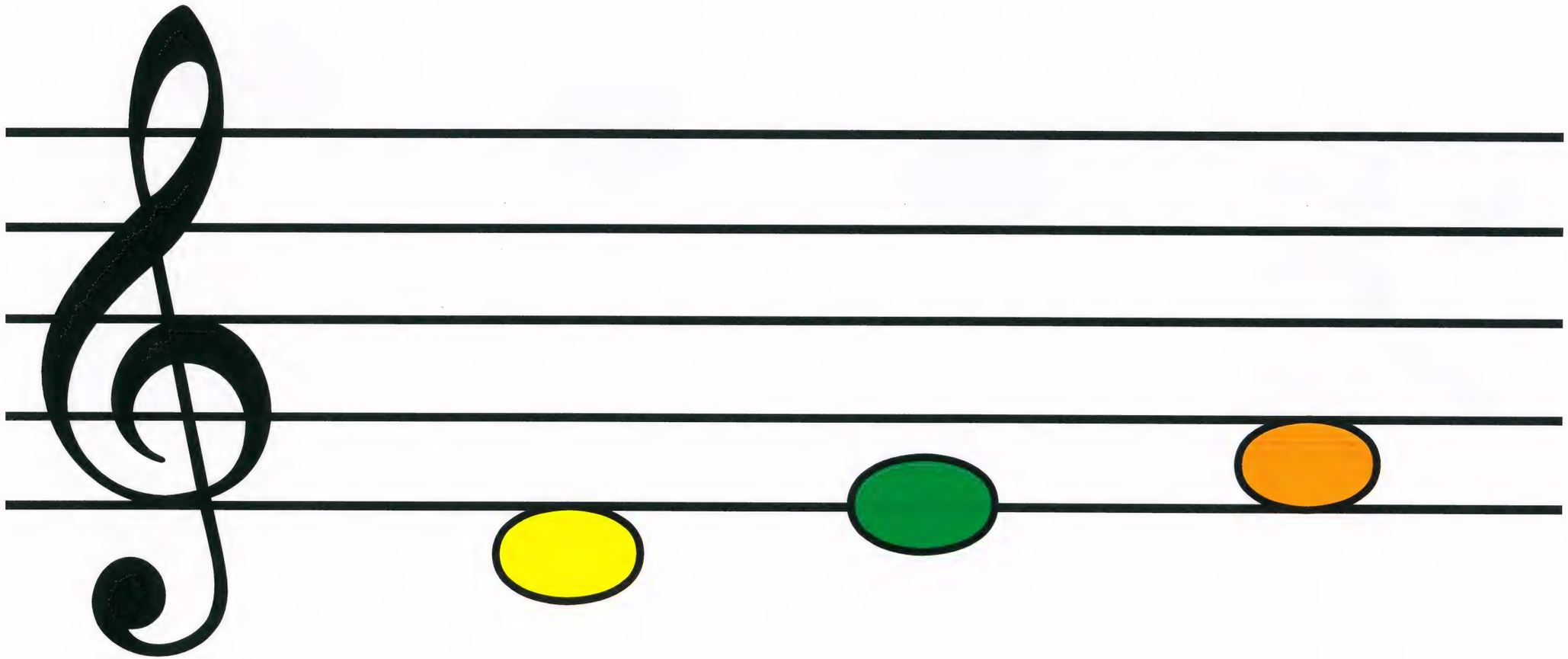

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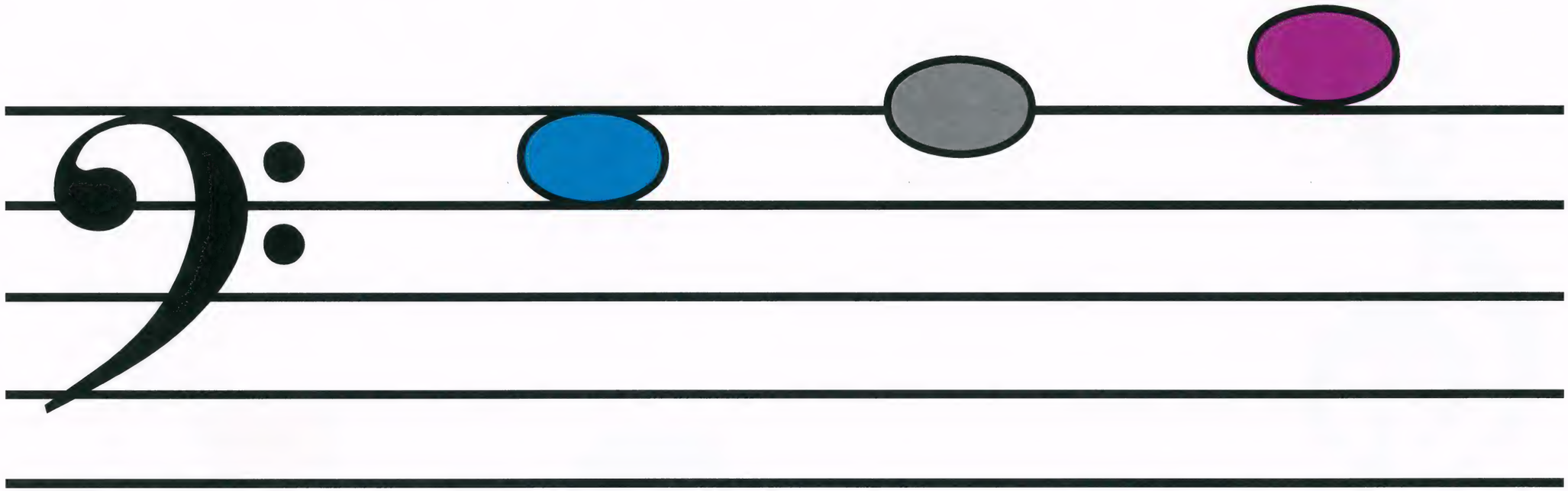

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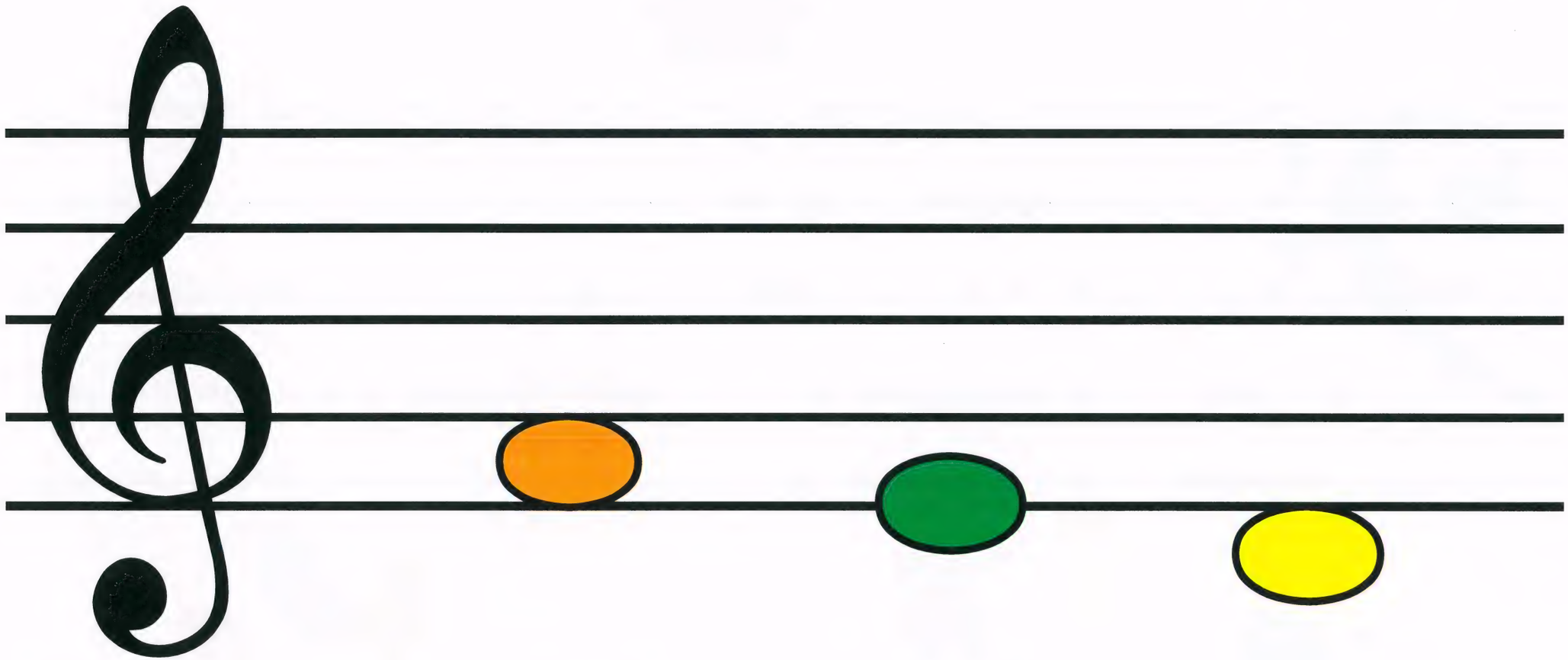

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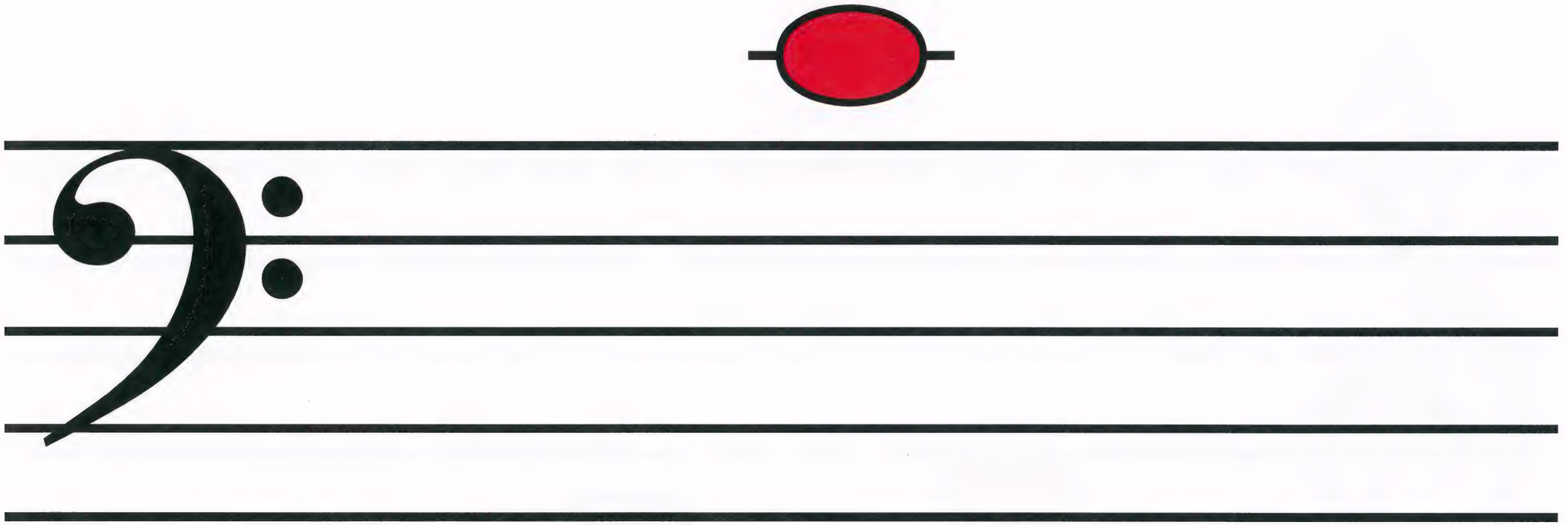

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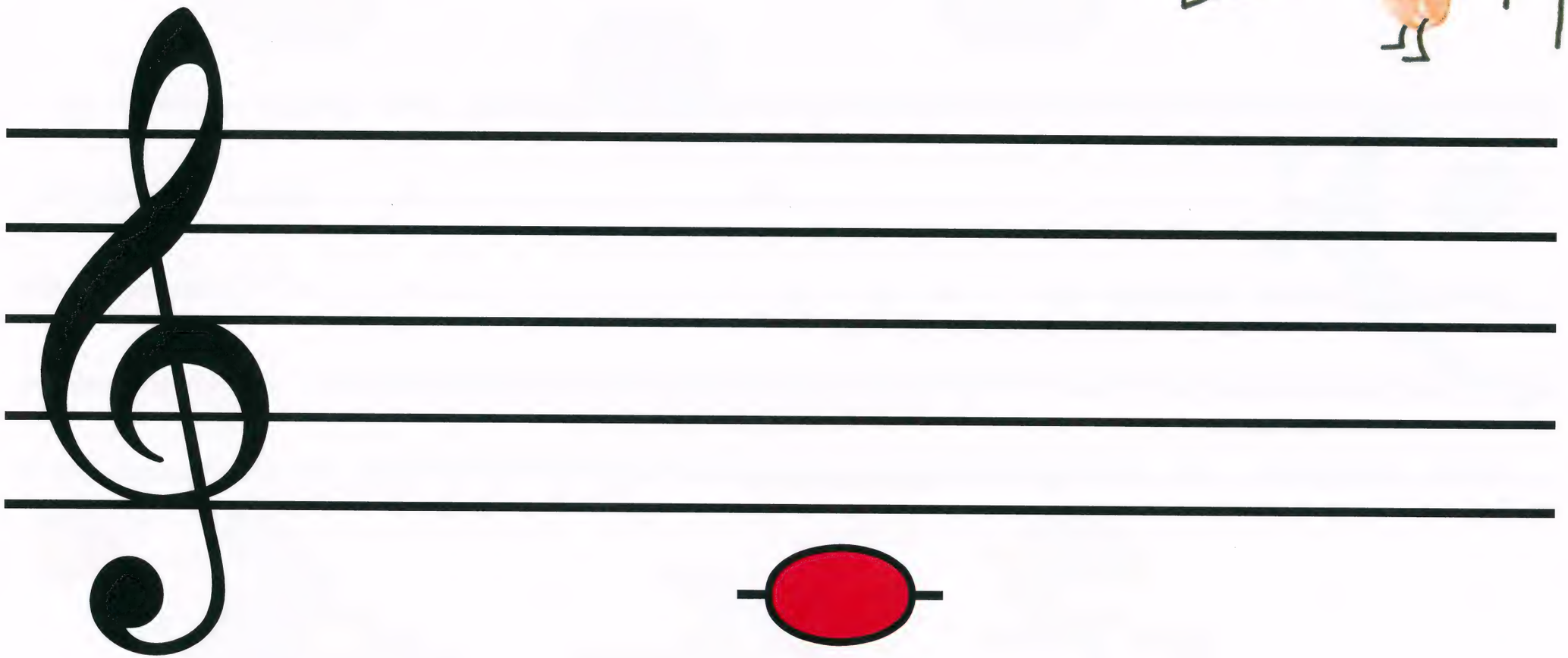

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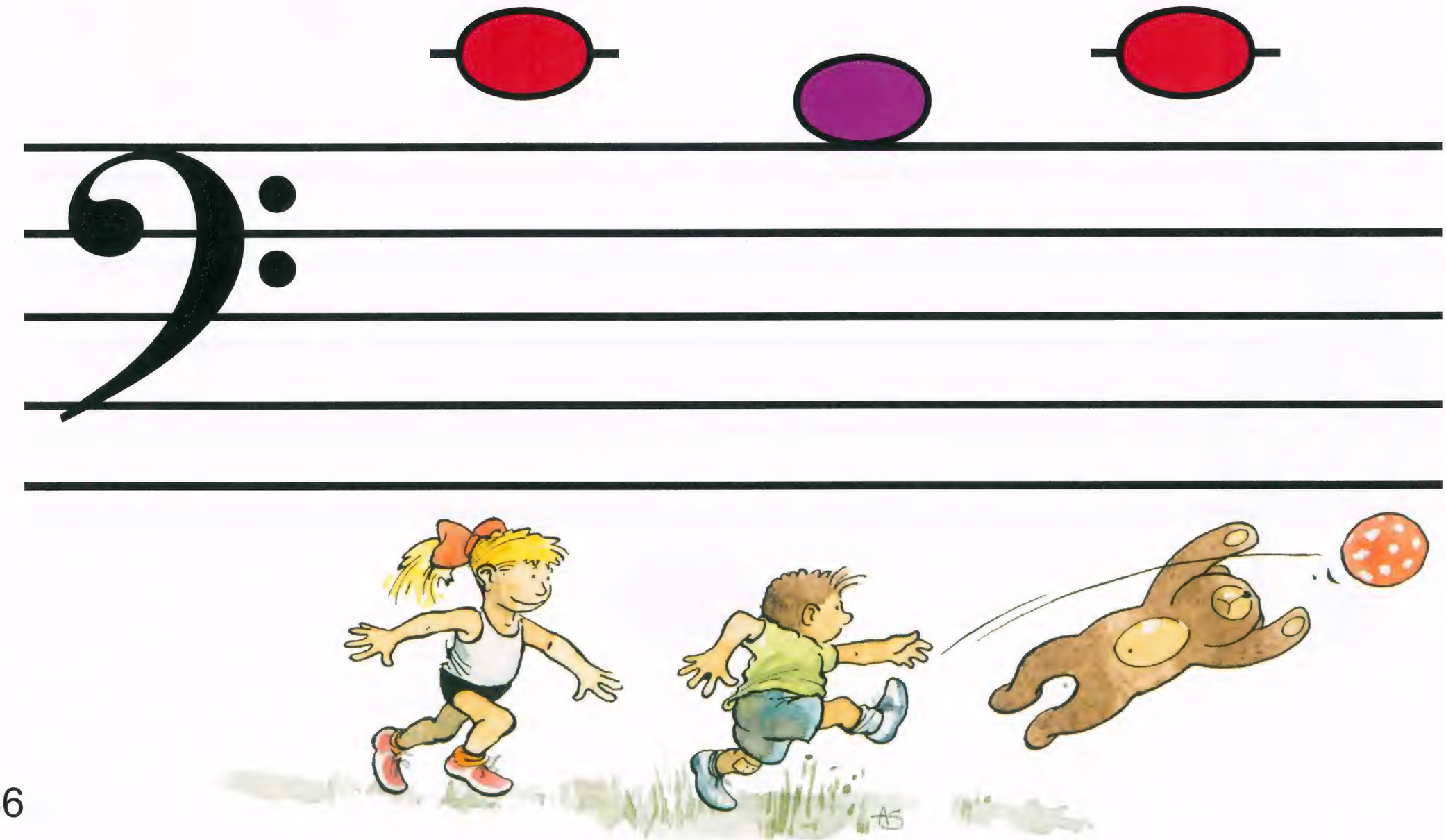

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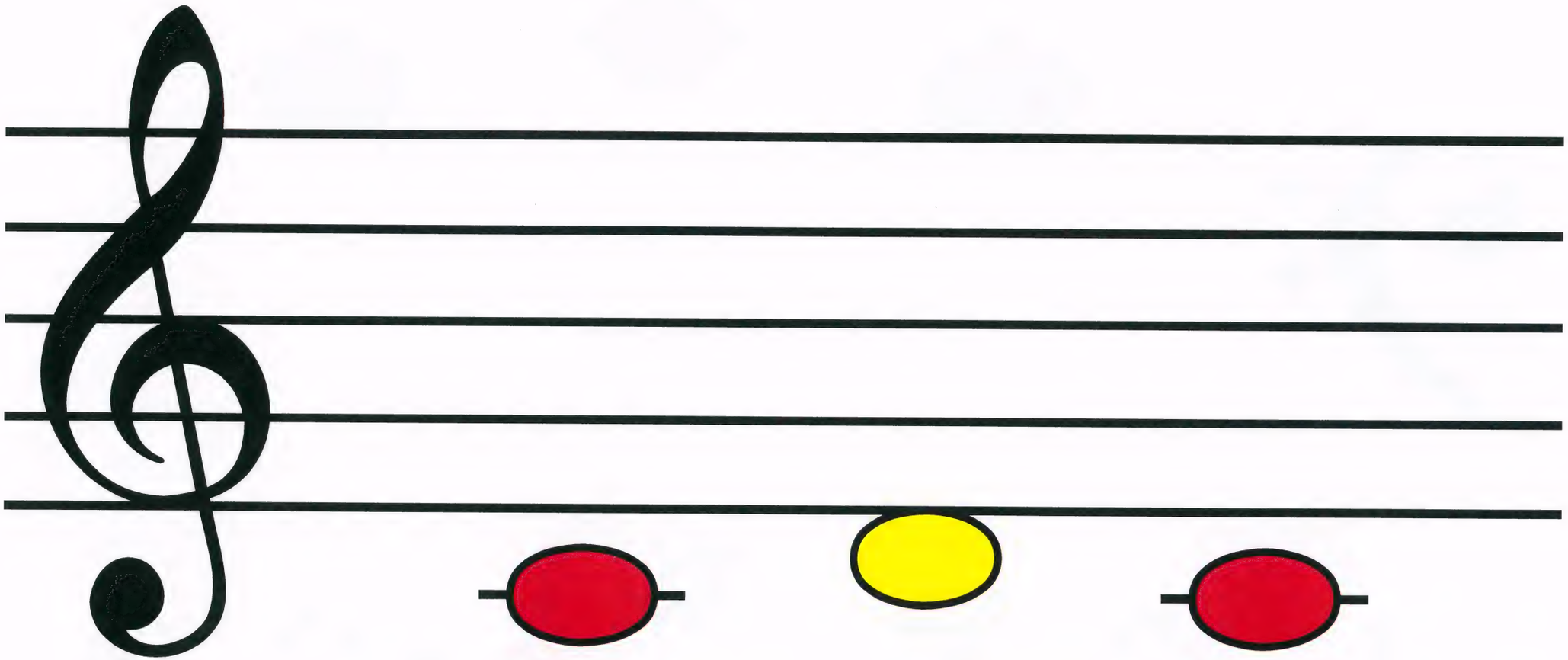

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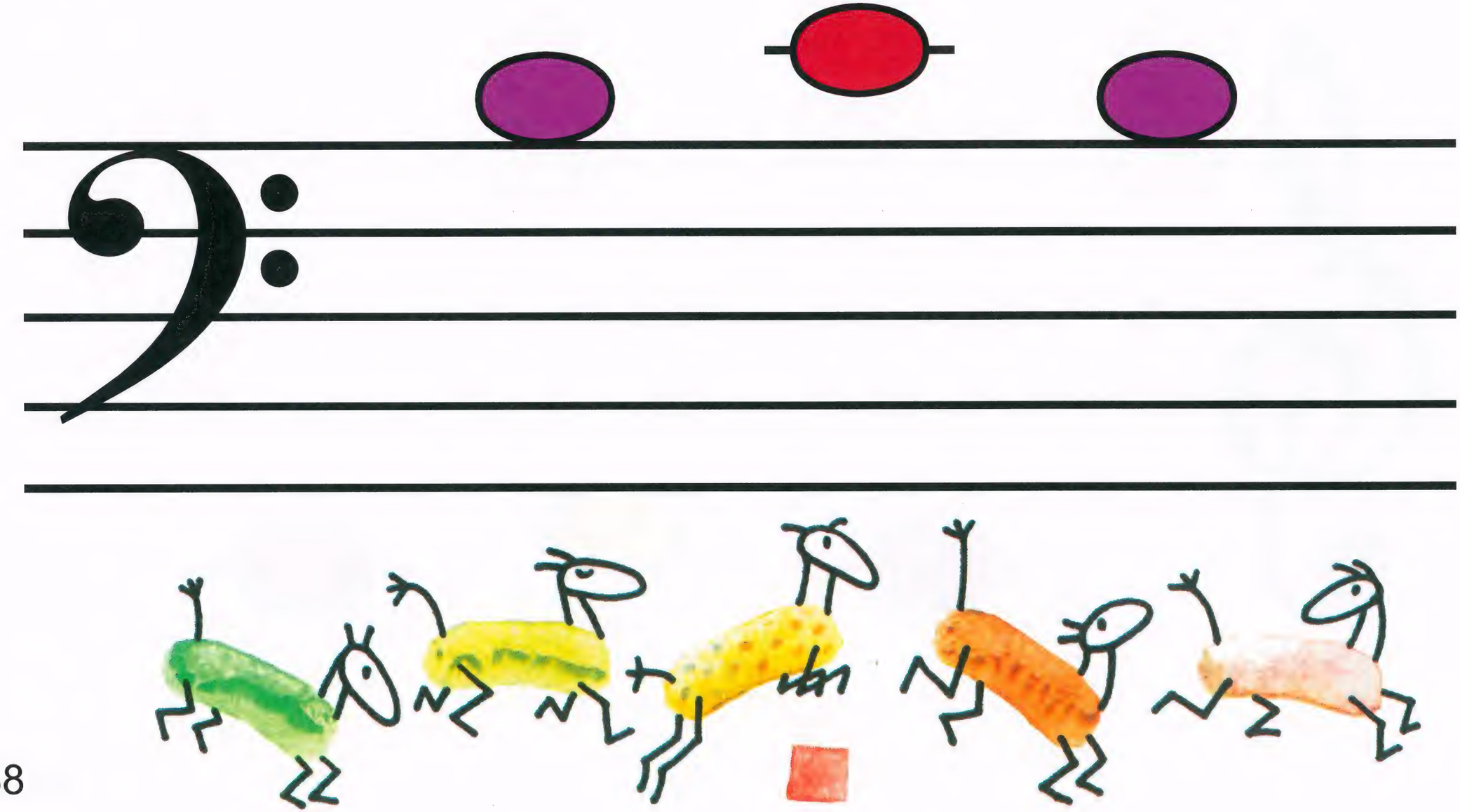

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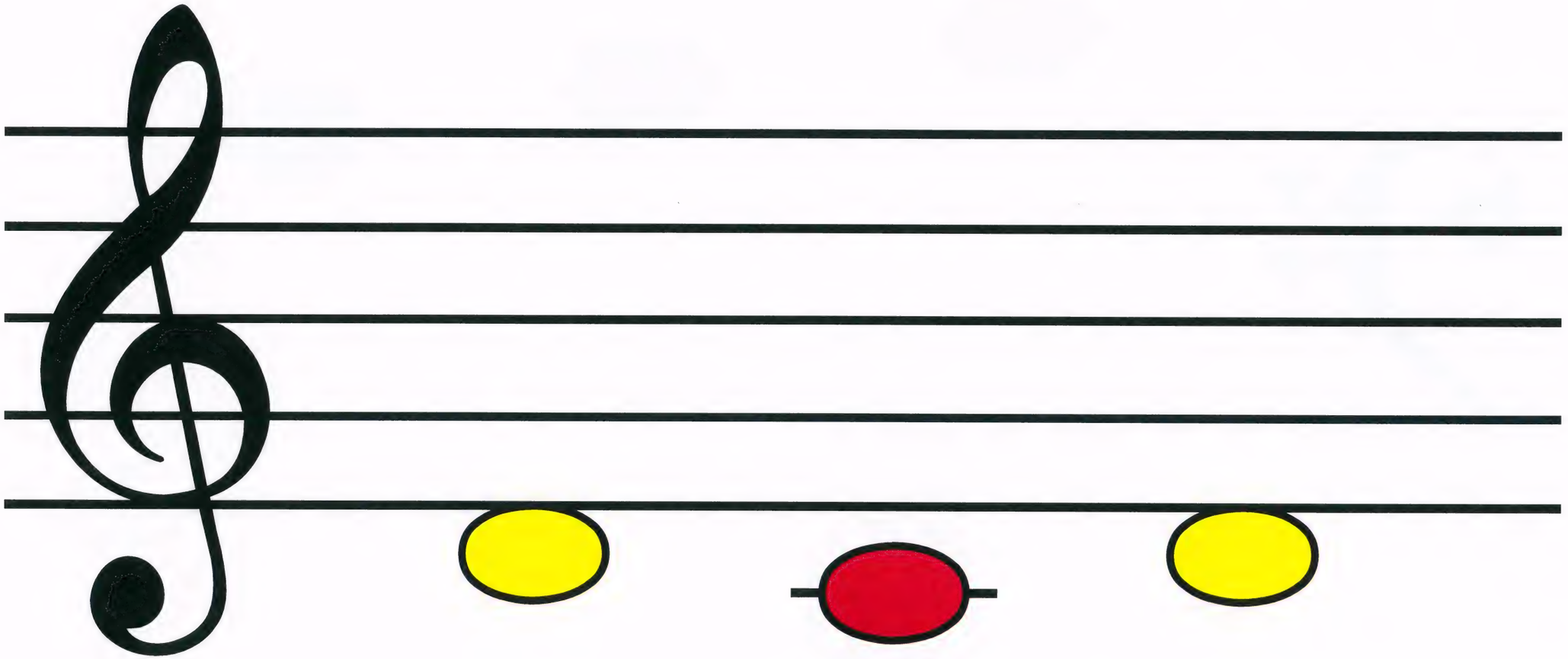

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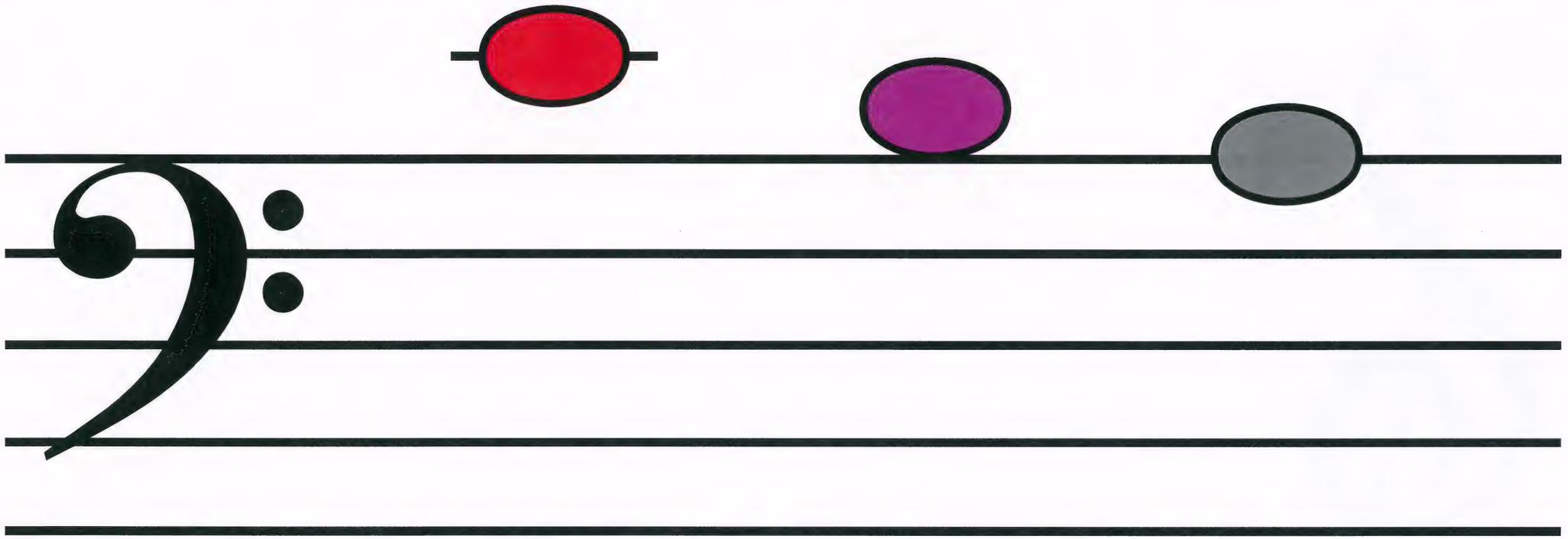

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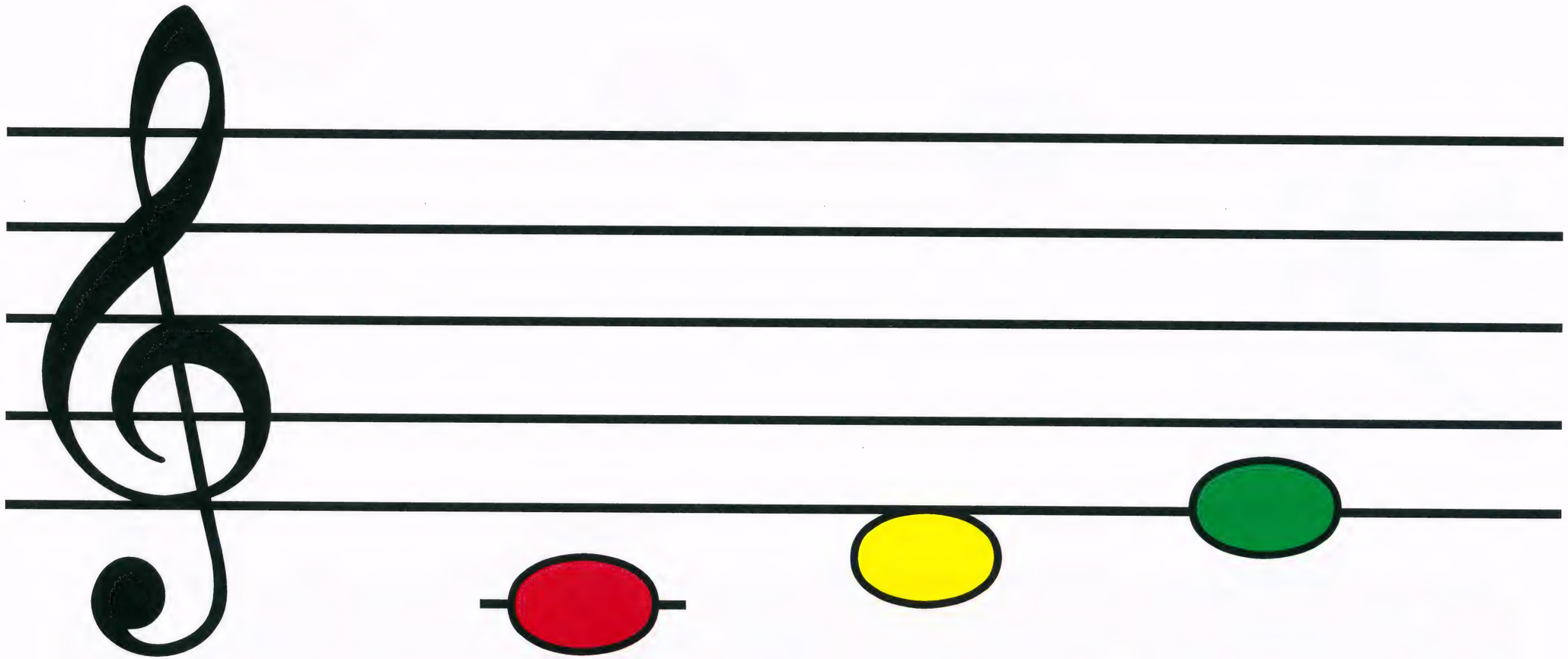

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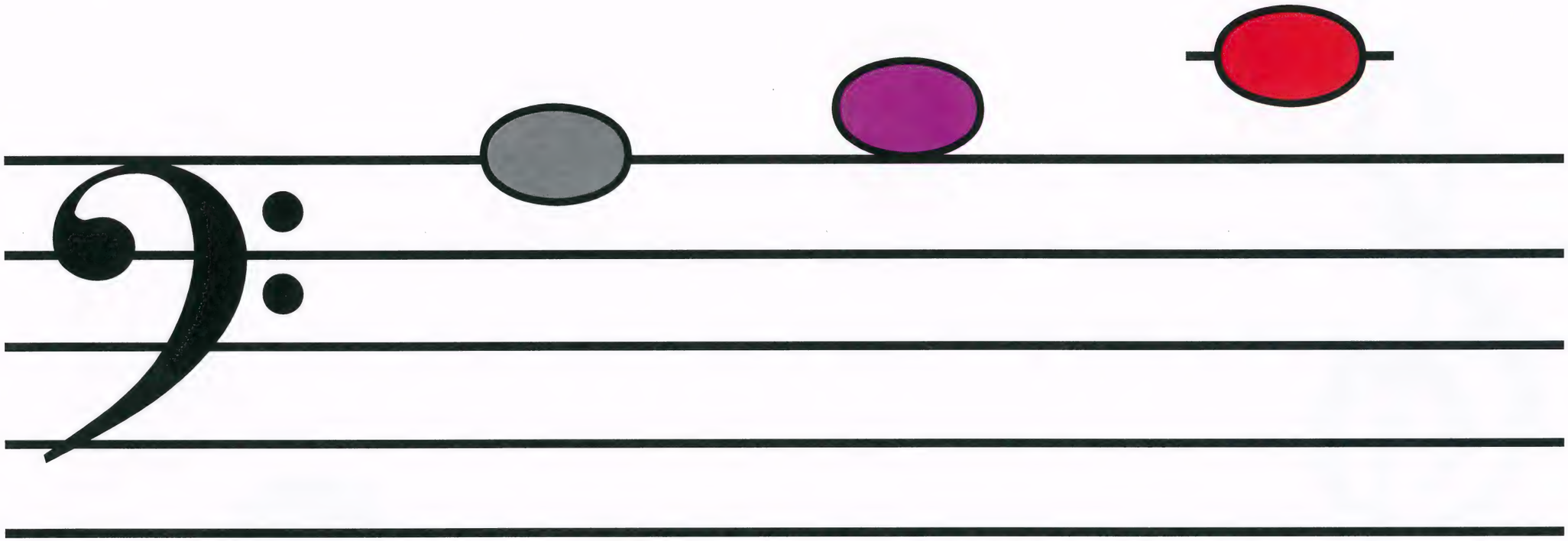

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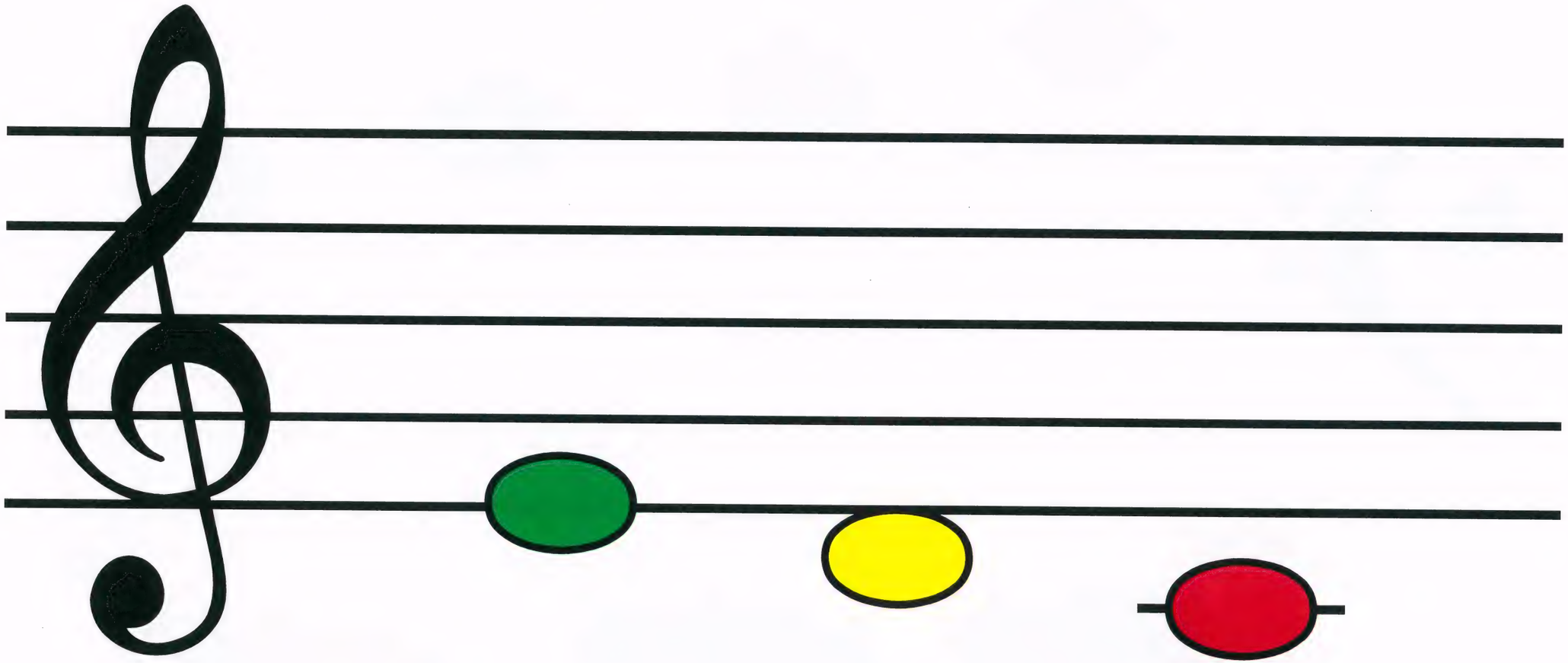

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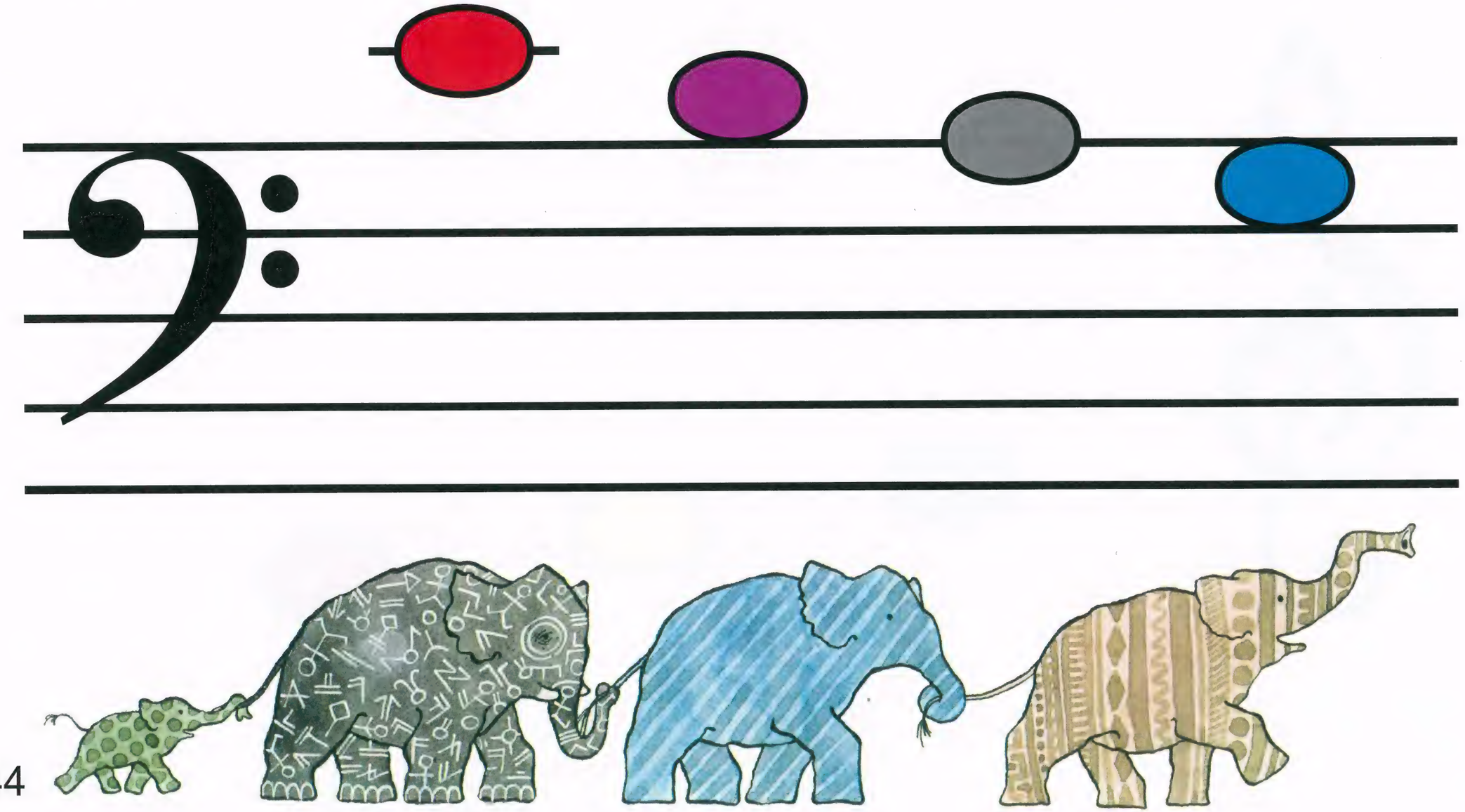

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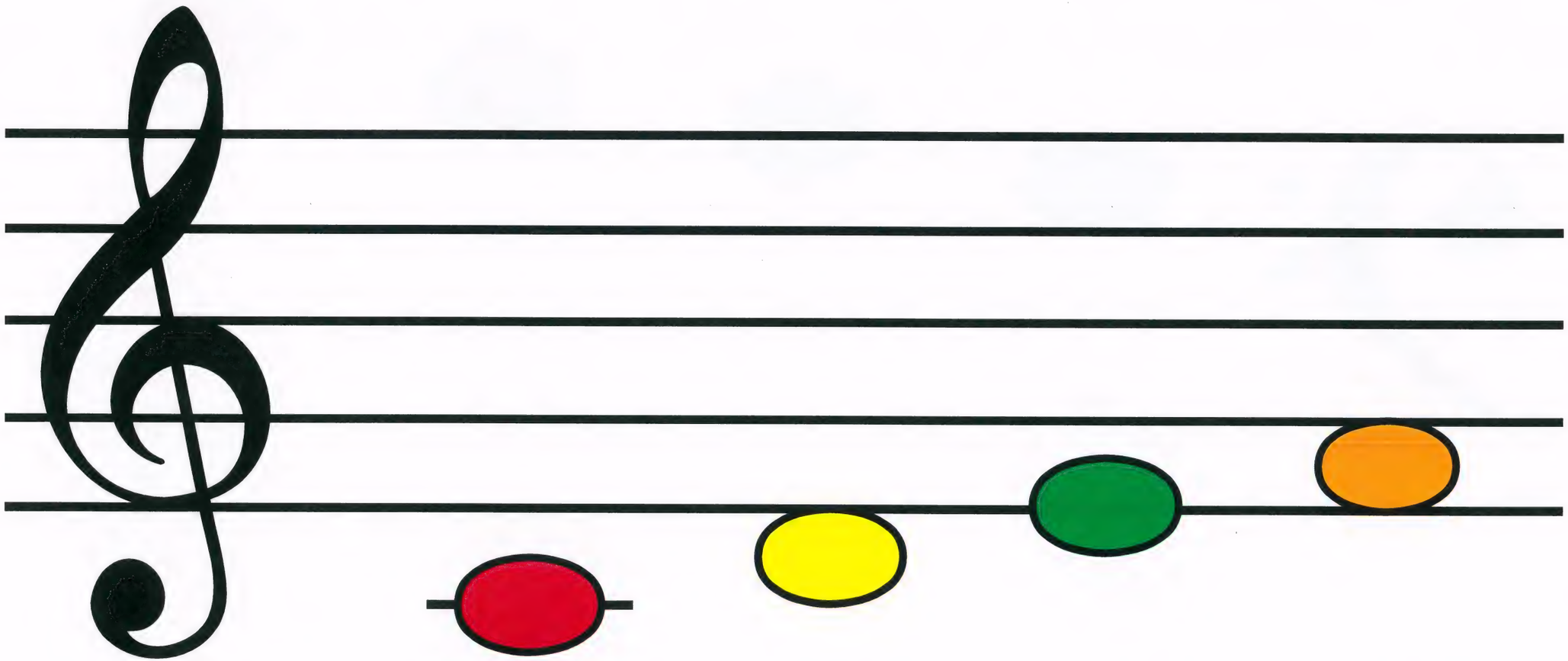

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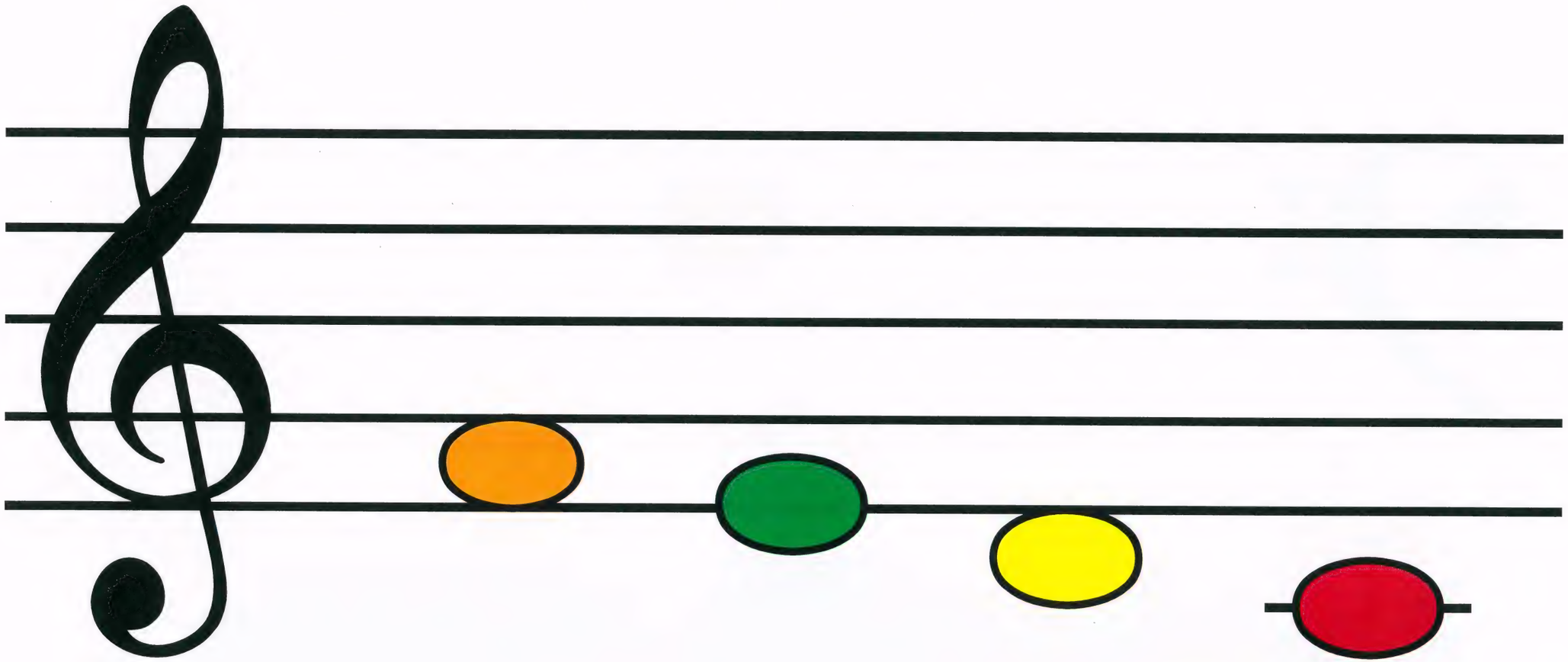

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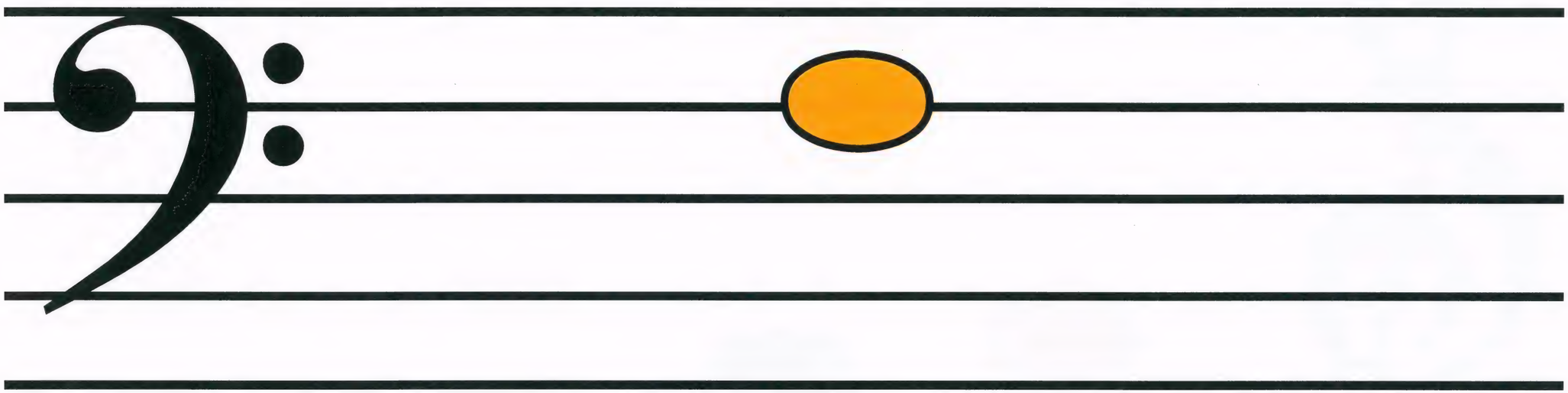

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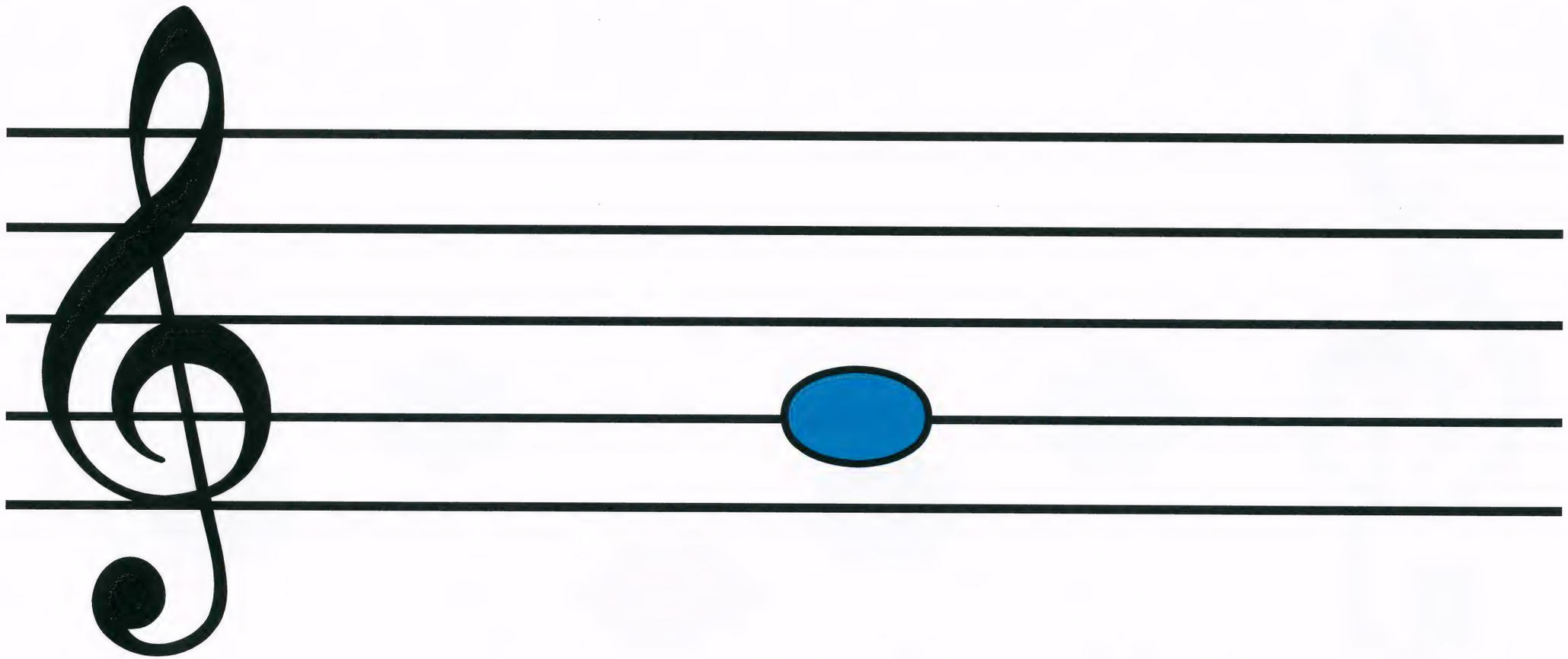

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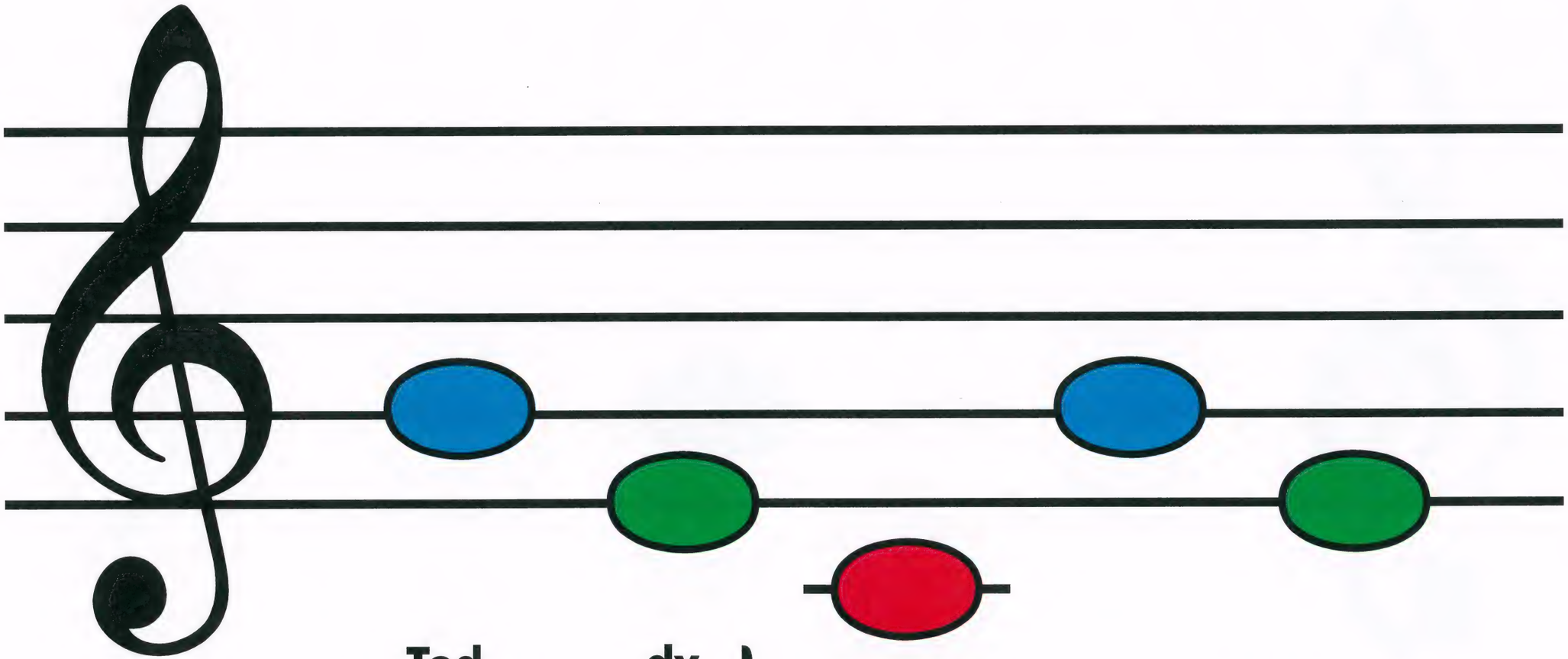
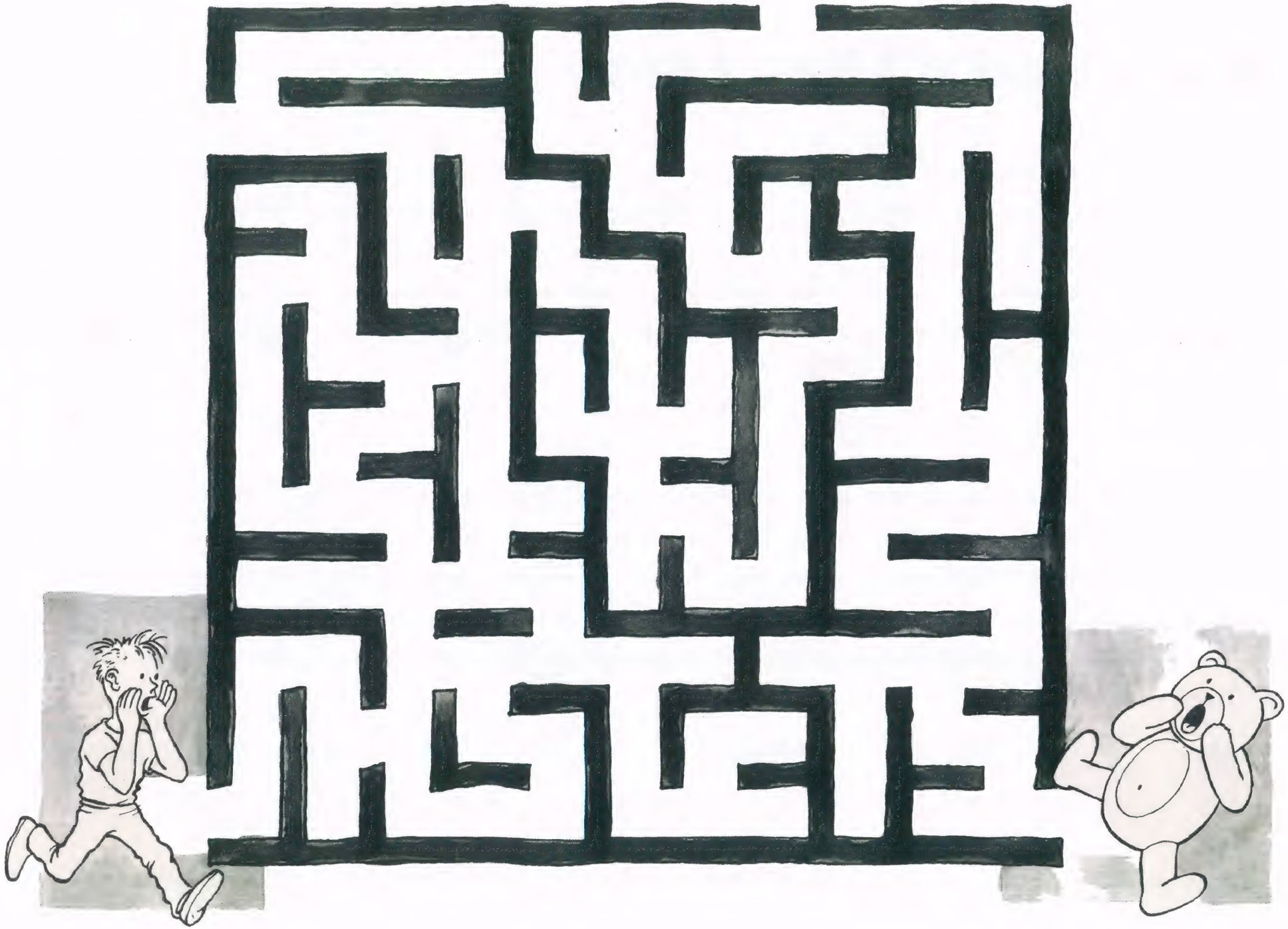


Ted - dy,
Mom - my,
Dad - dy,
} where are you?



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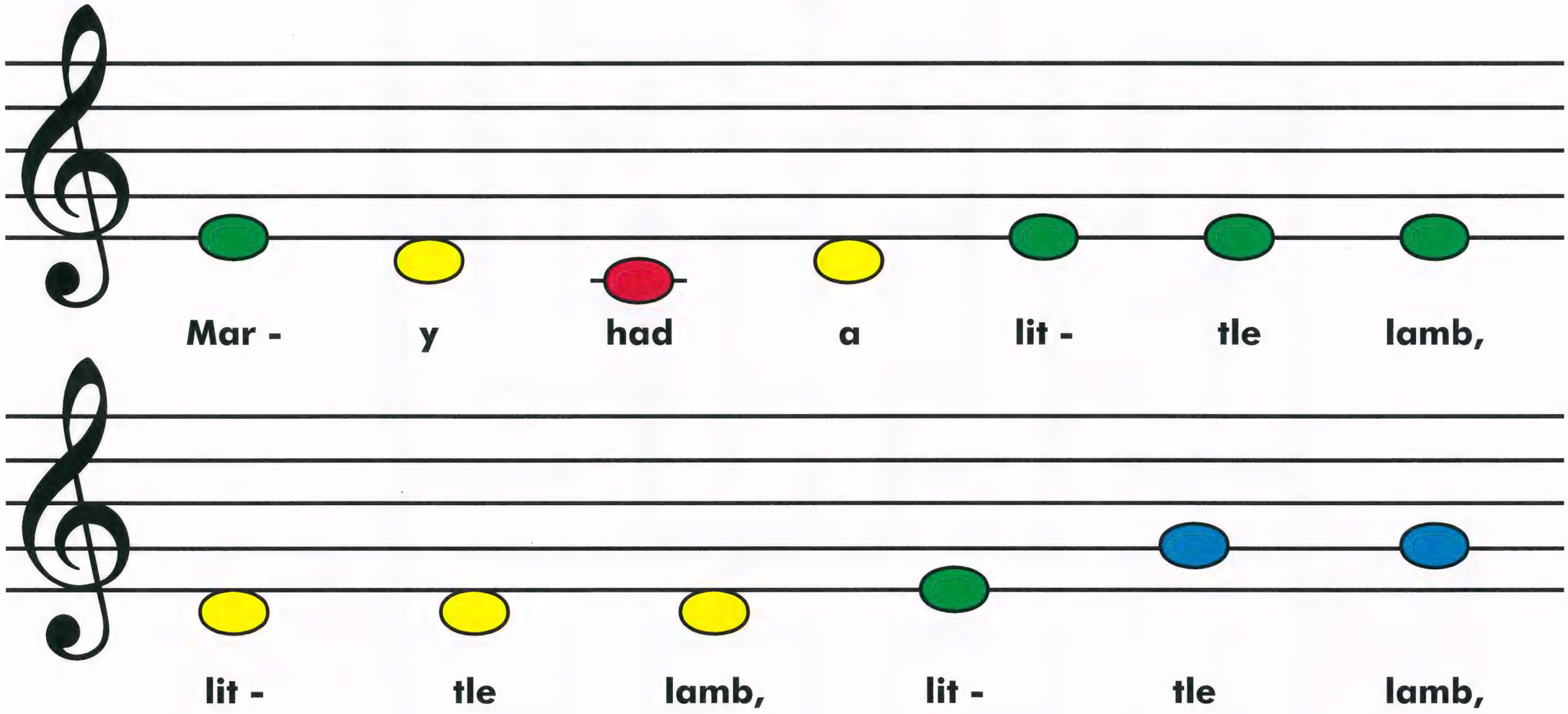

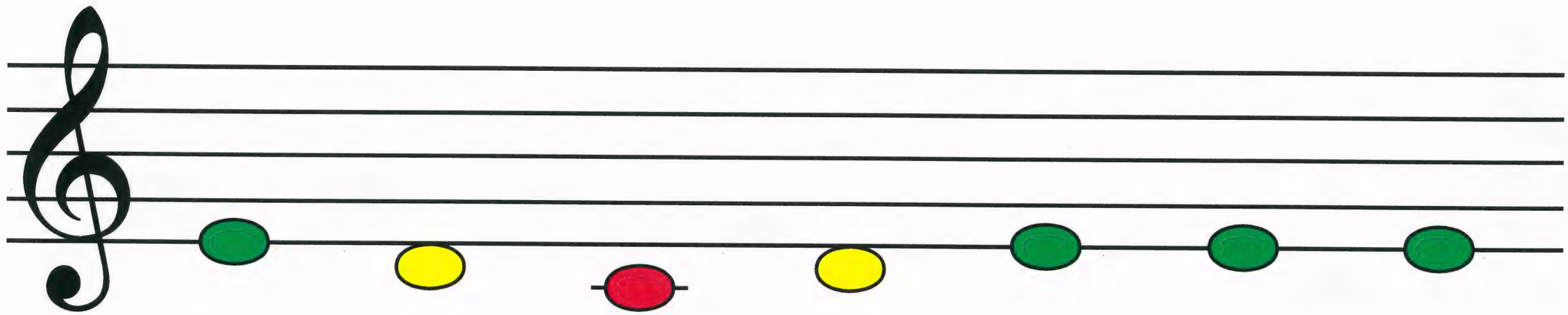
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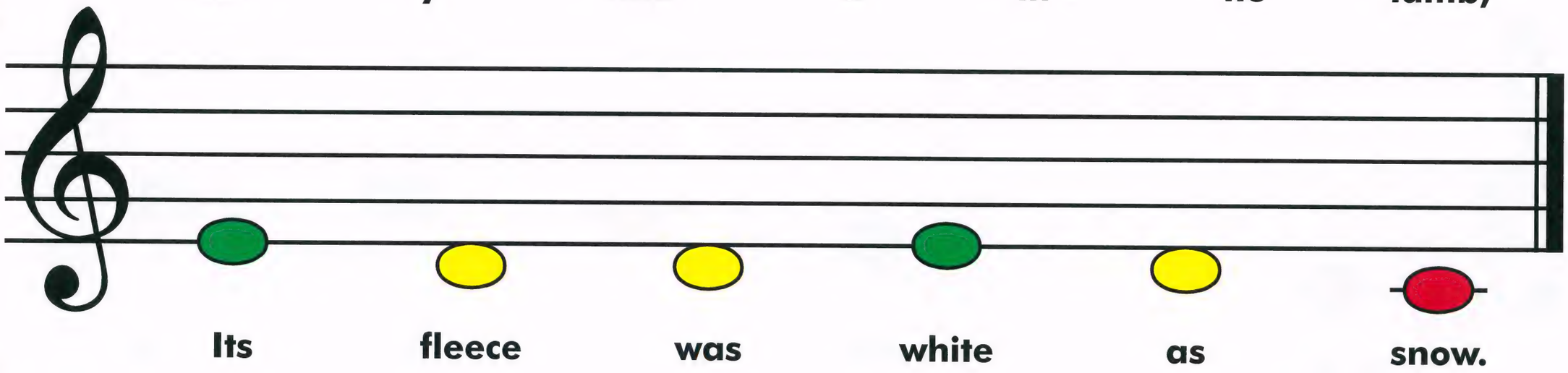
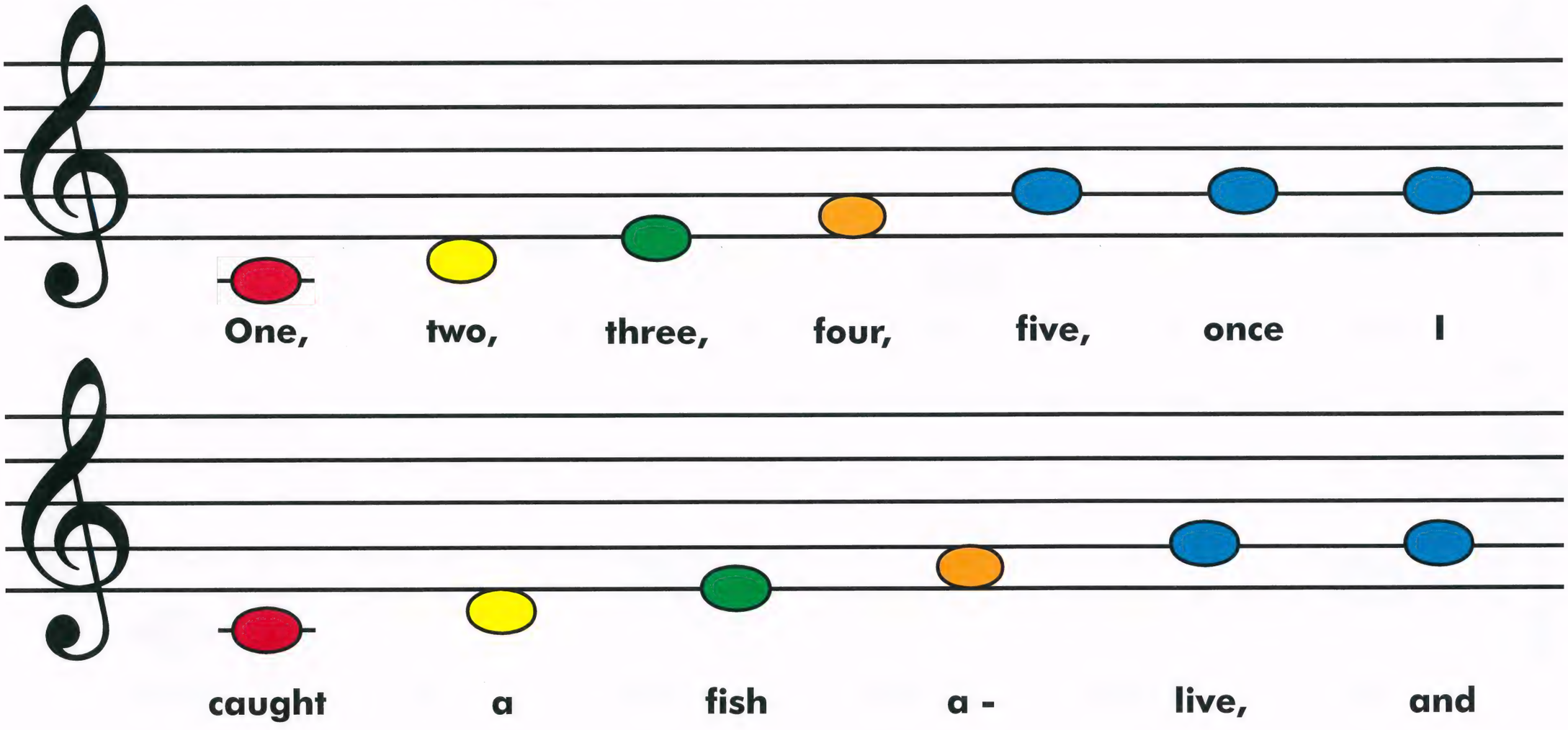
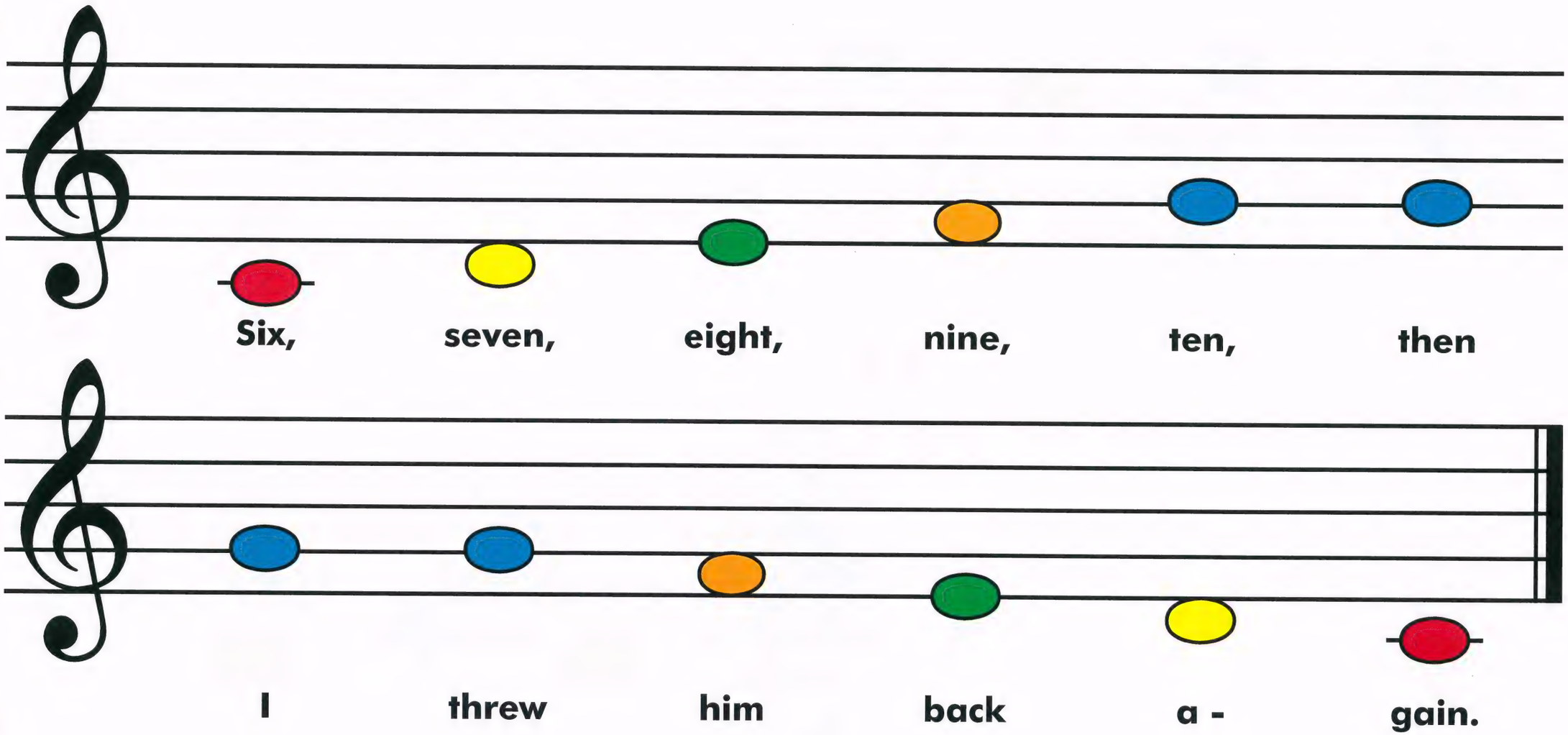
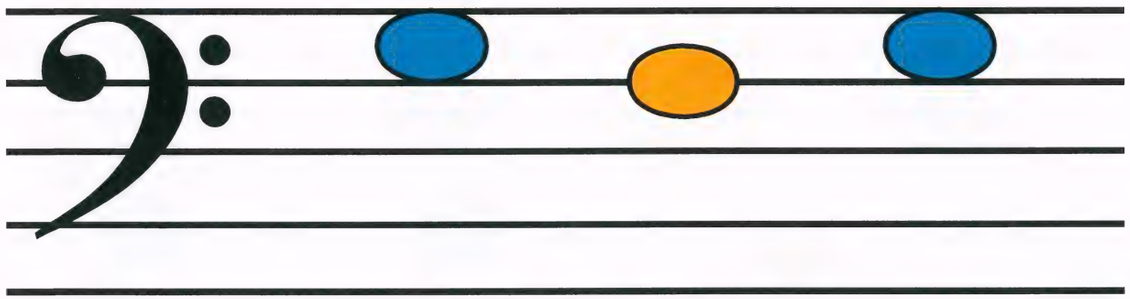

Its
fleece
was
white
as
snow.

45. Once I Caught a Fish




Six, seven, eight, nine, ten, then
I threw him back a - gain.

46.



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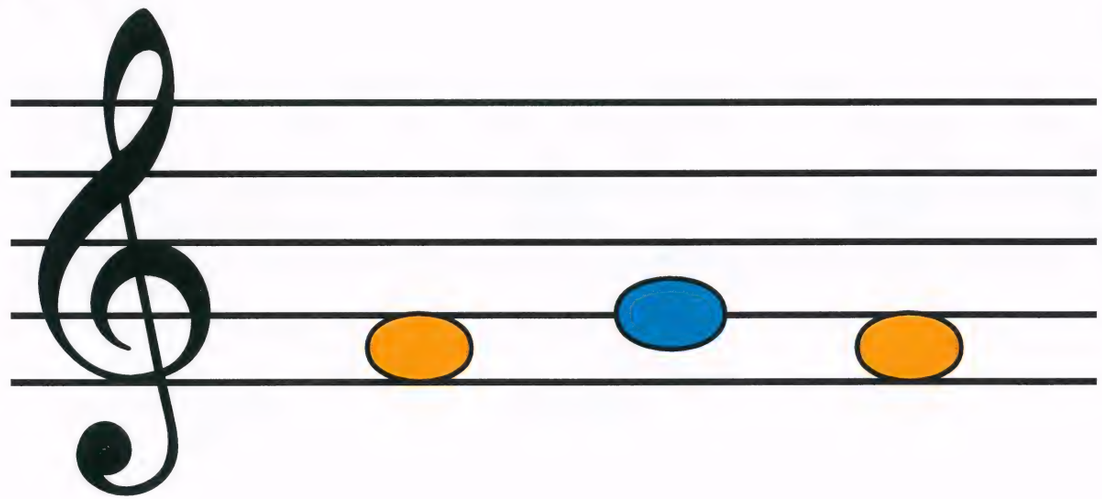

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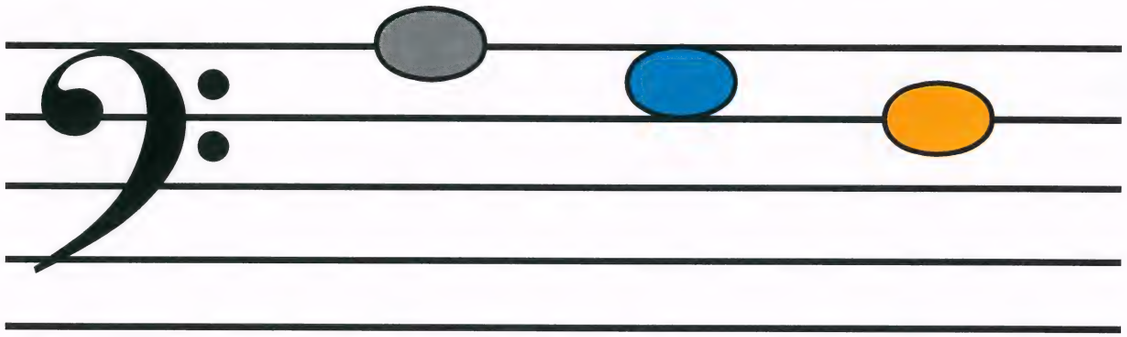

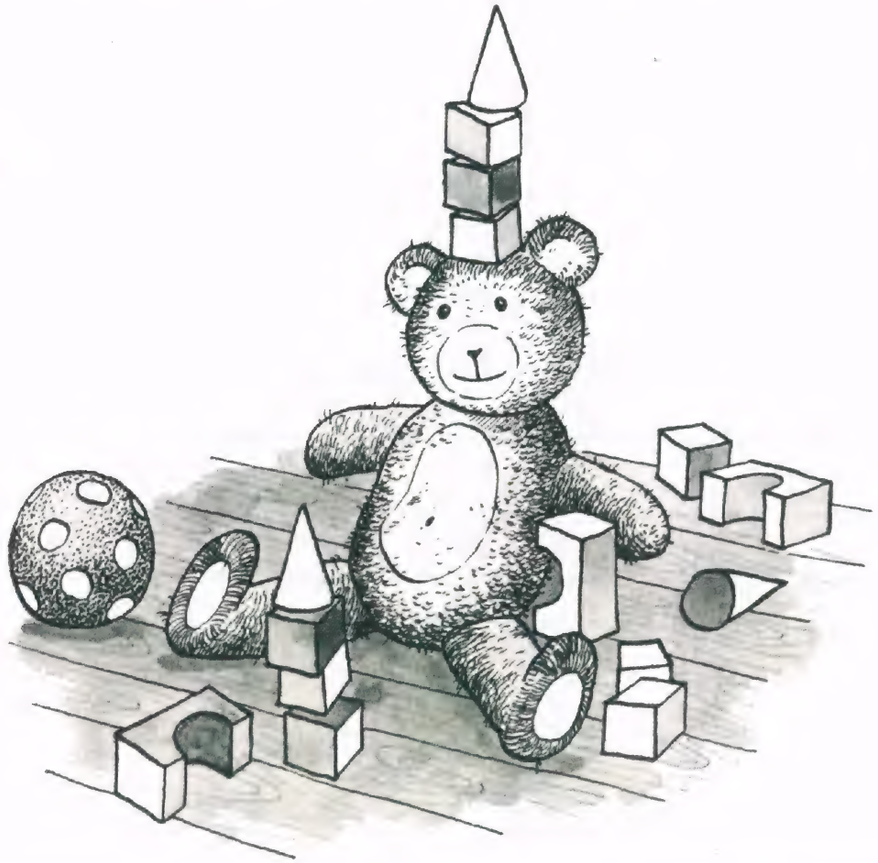

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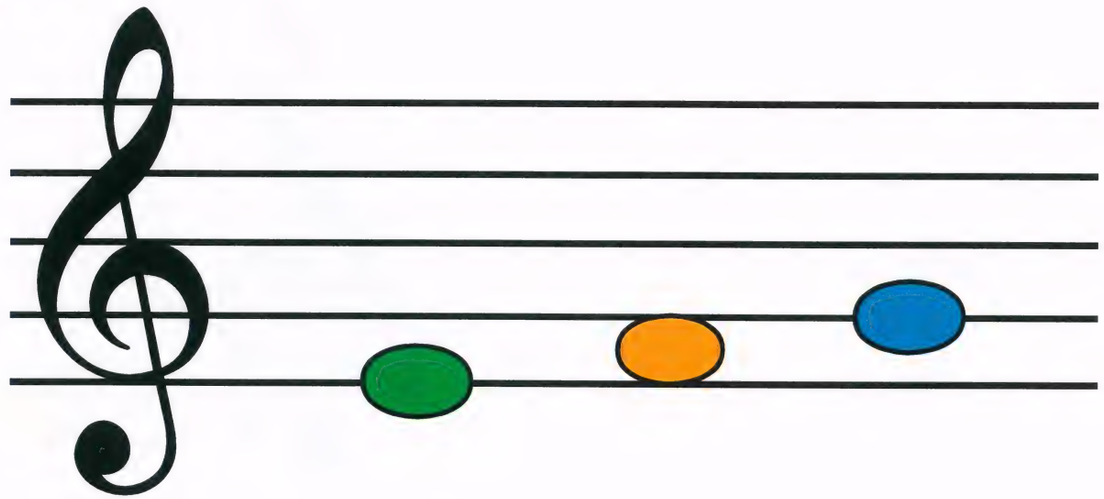

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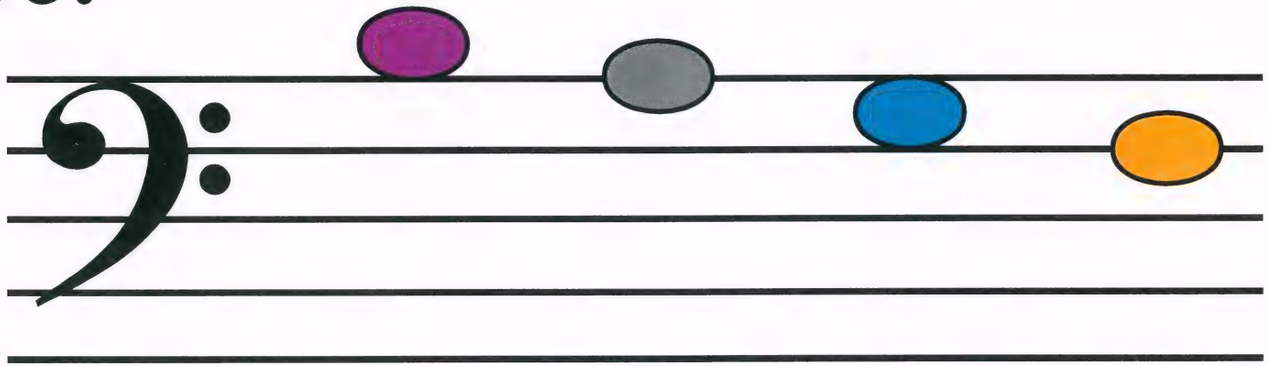

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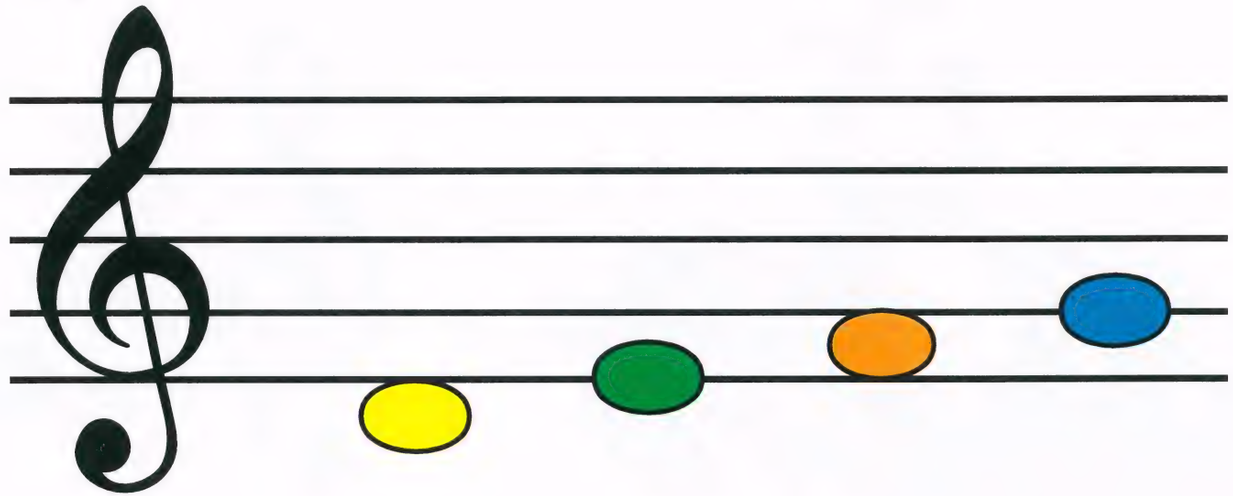

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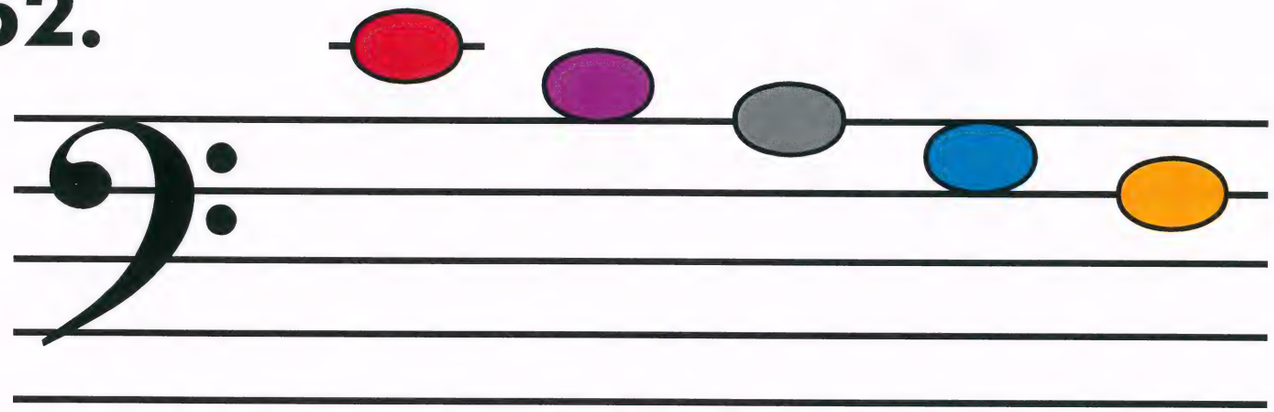

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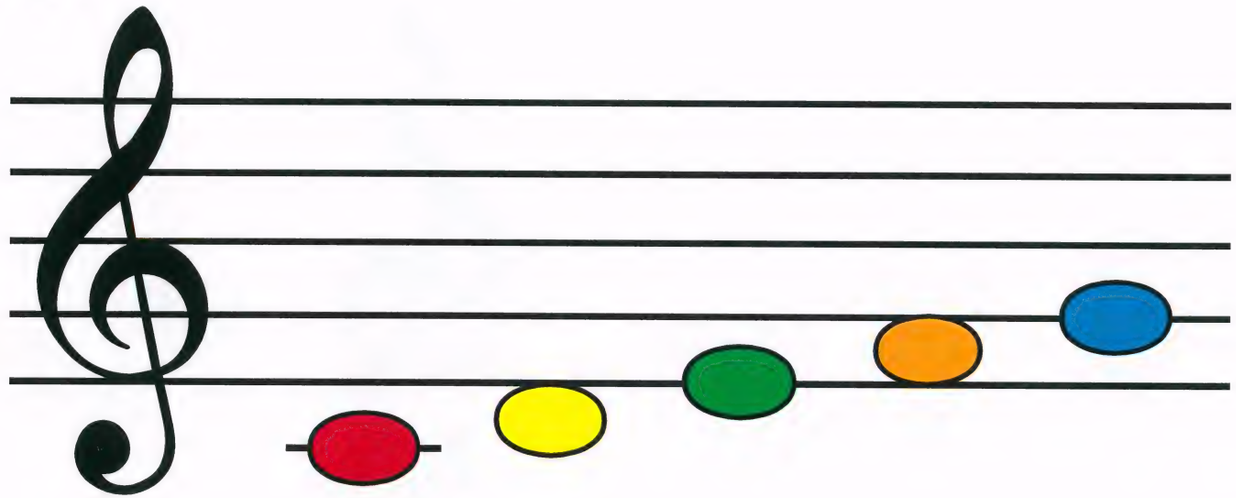

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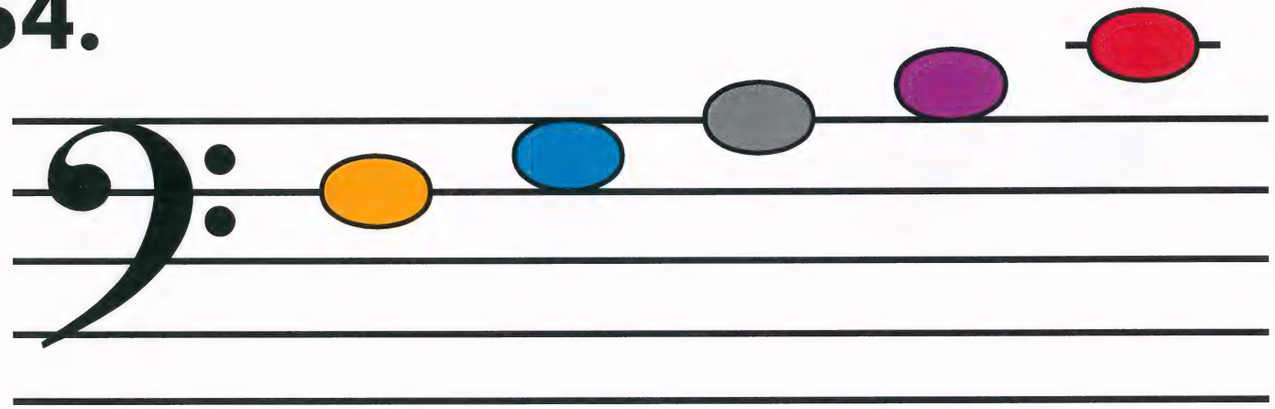

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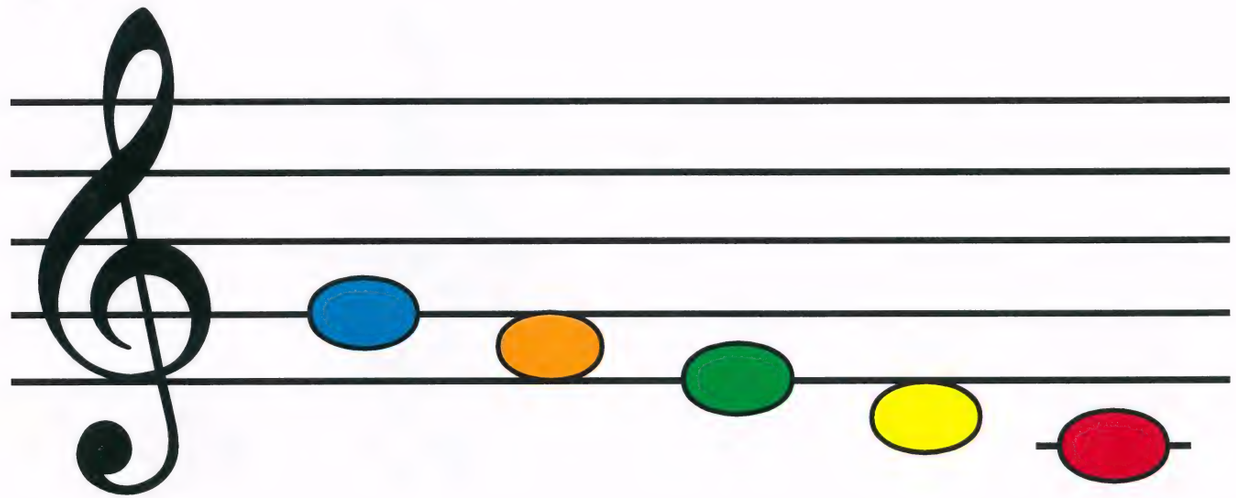

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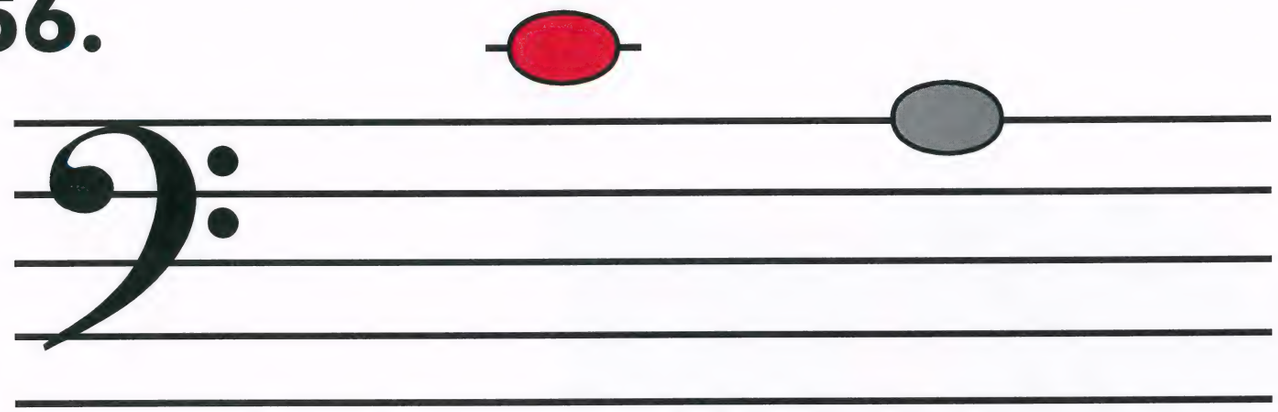
56.



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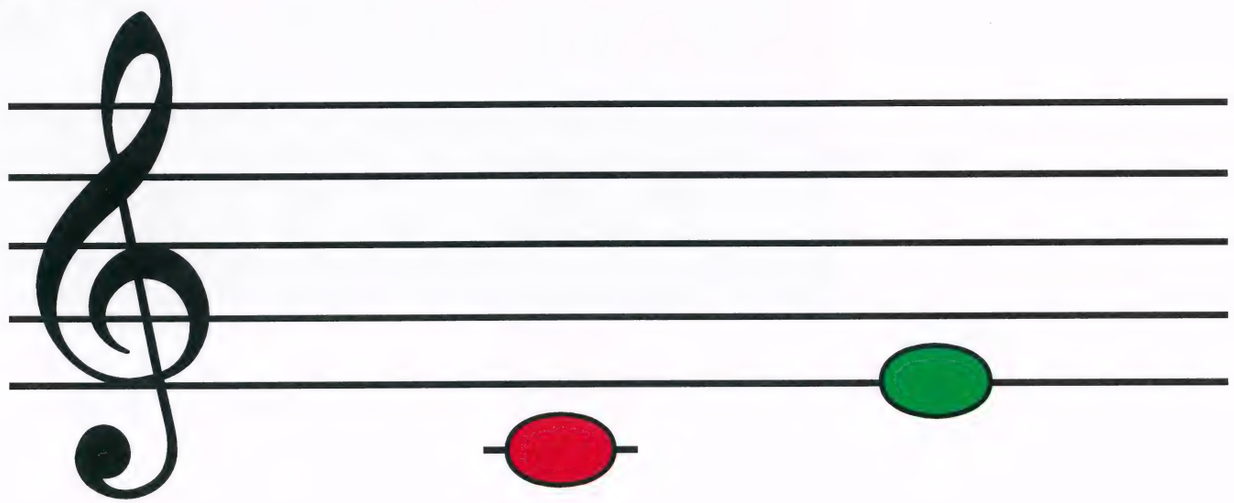

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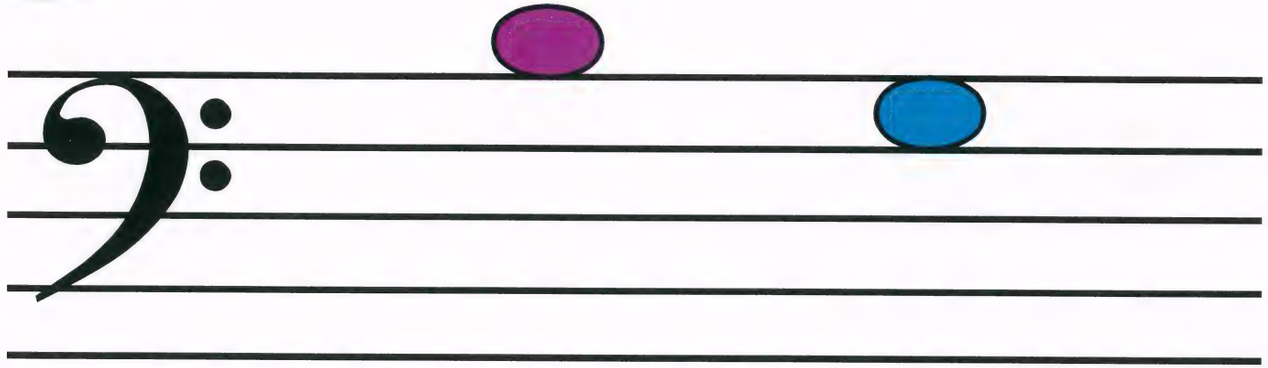

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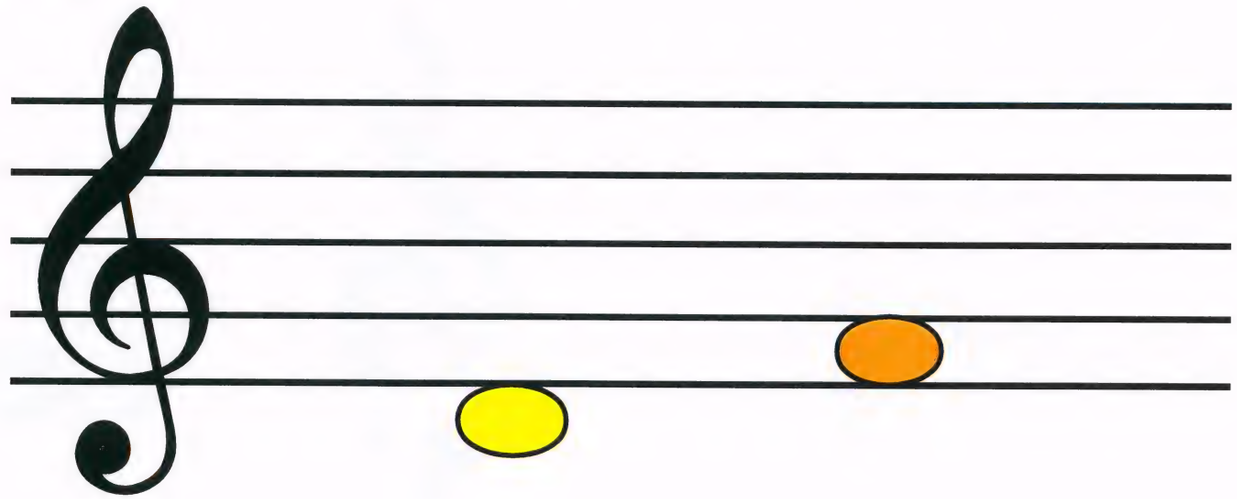

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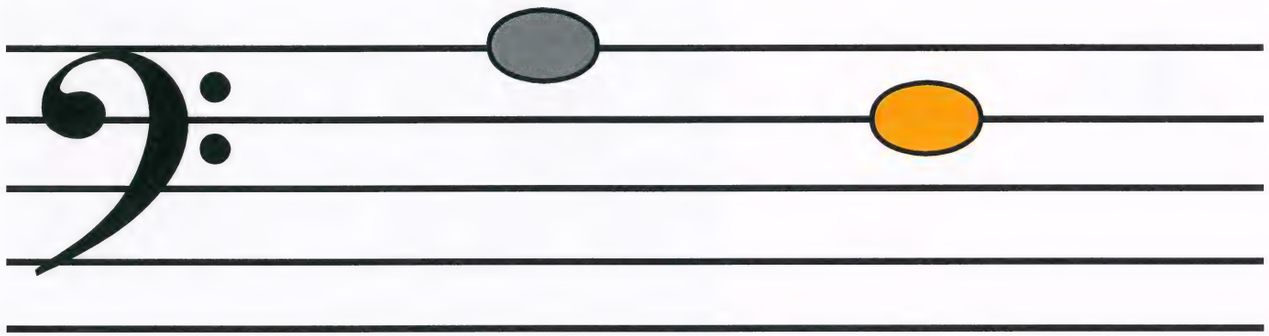

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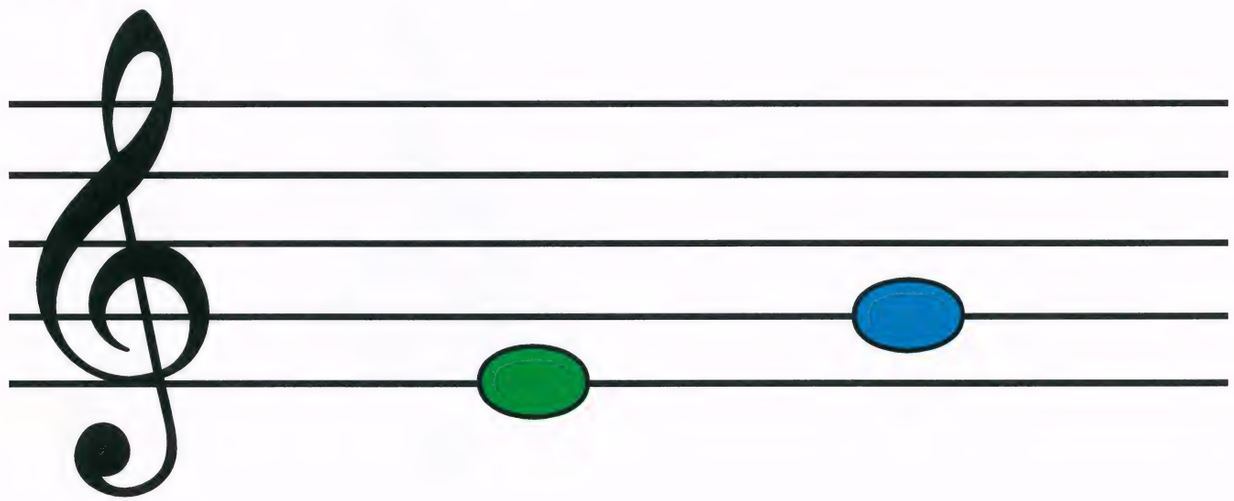

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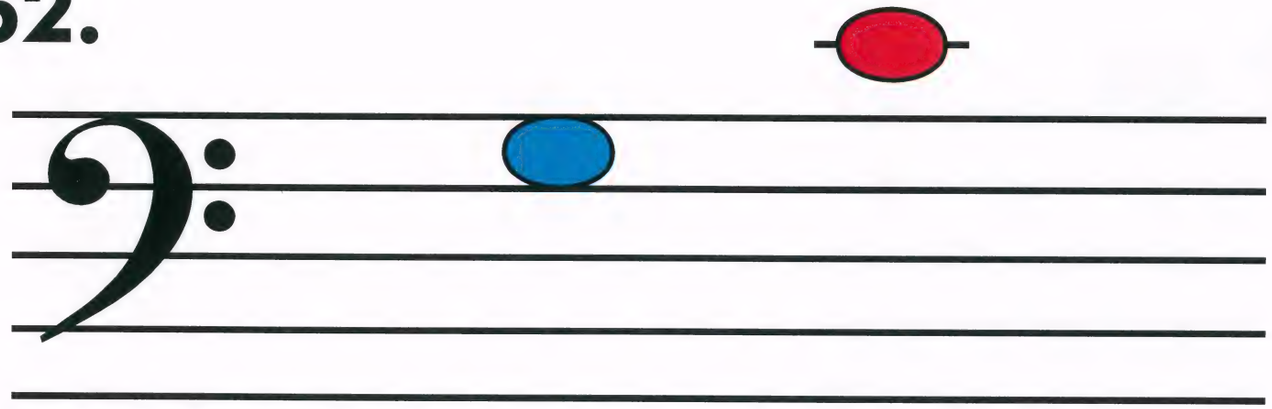

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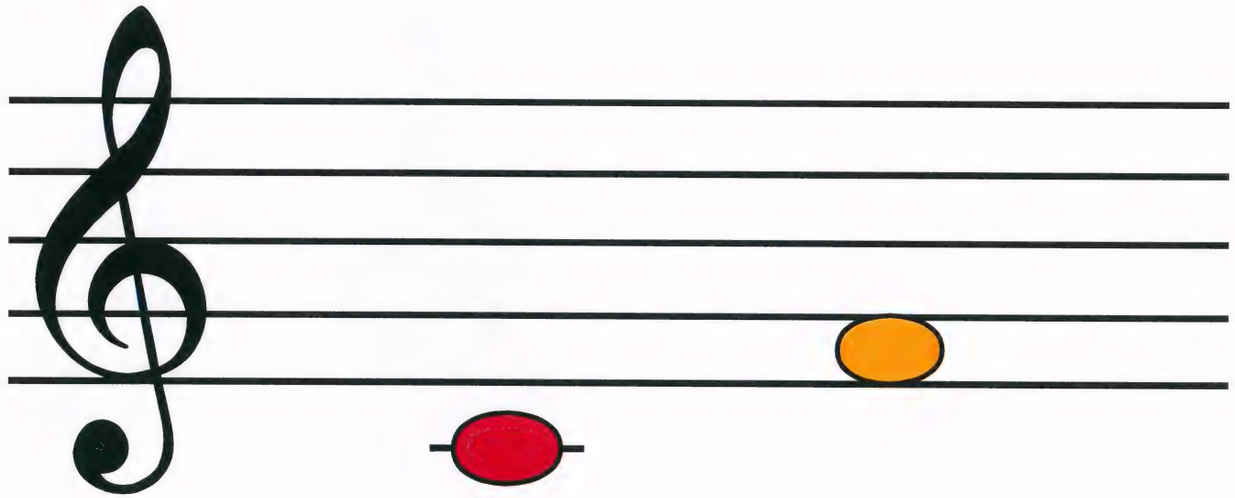

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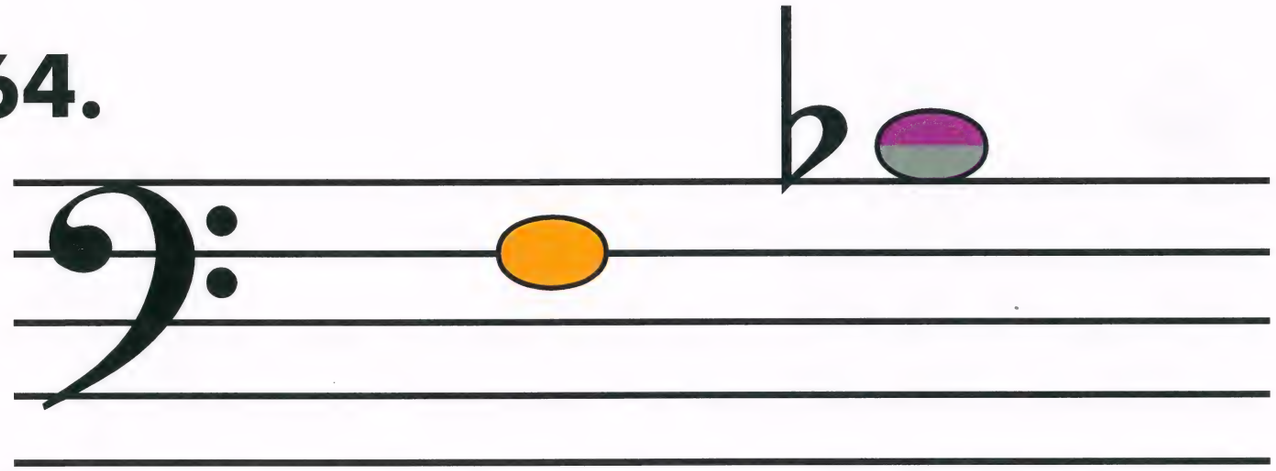

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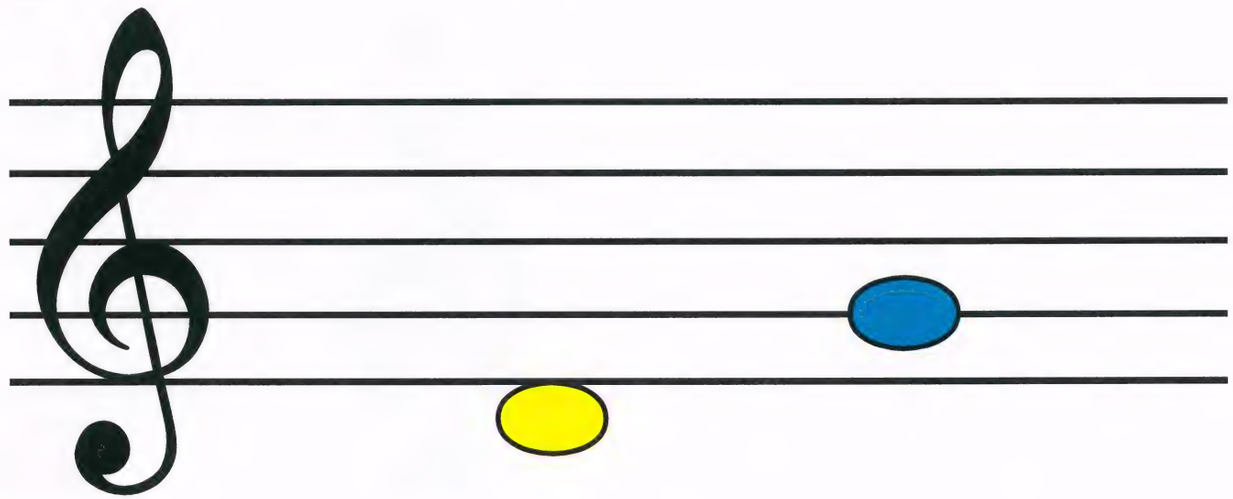

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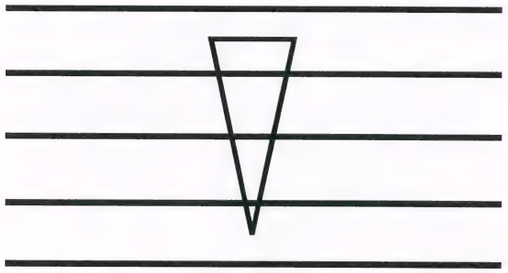

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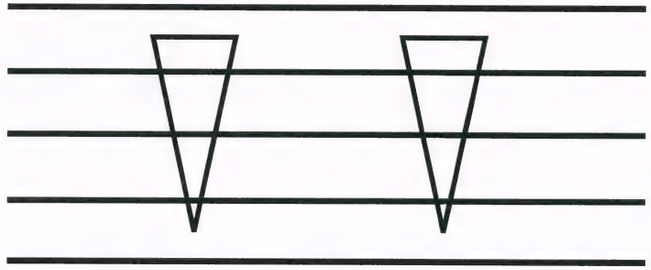

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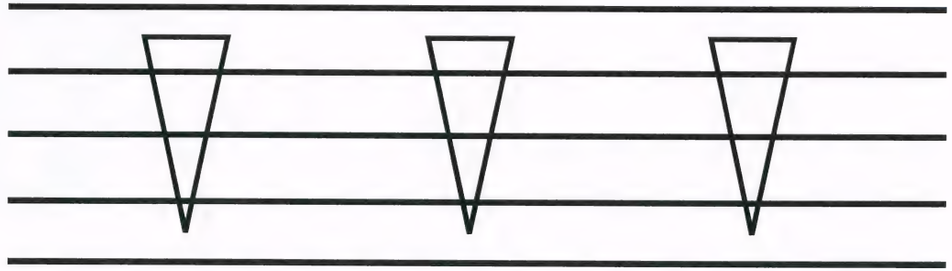

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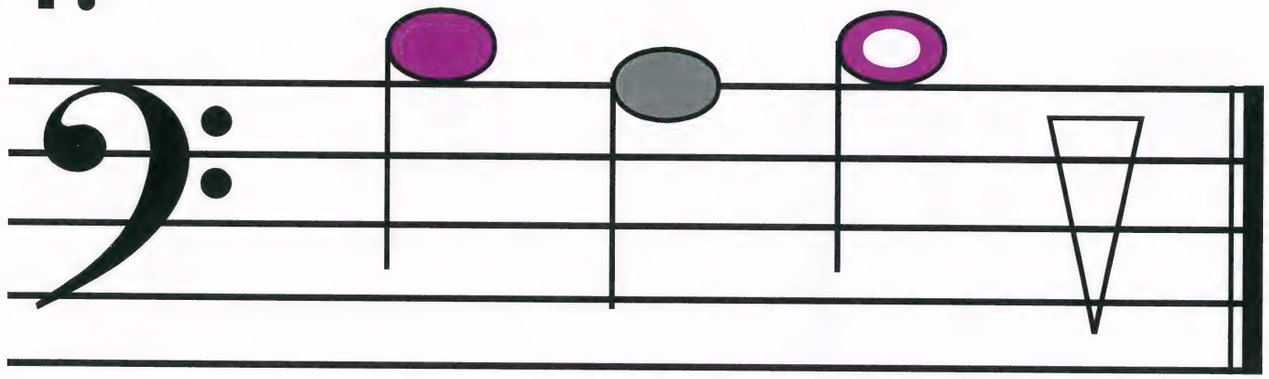

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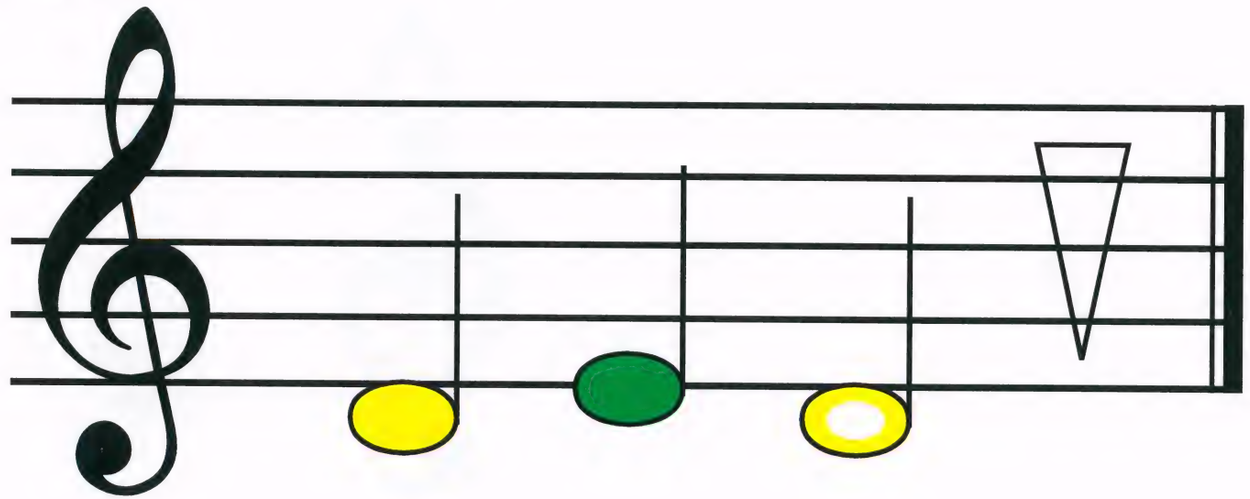

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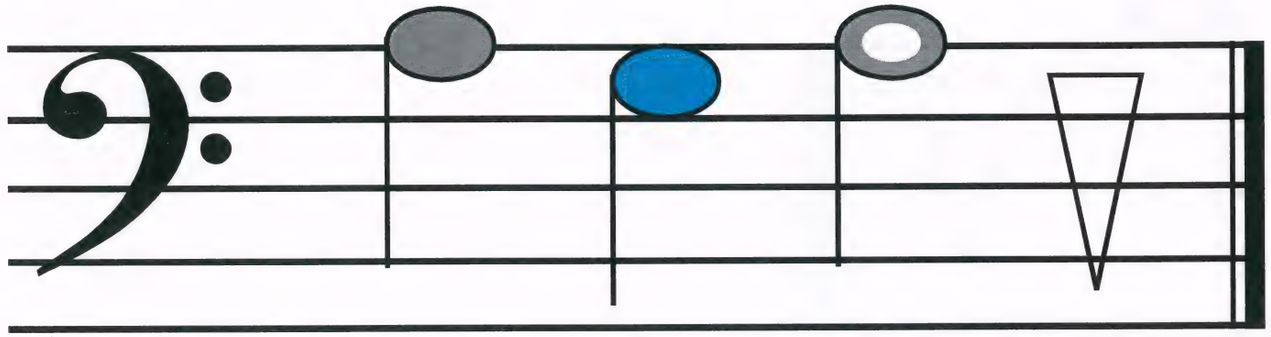

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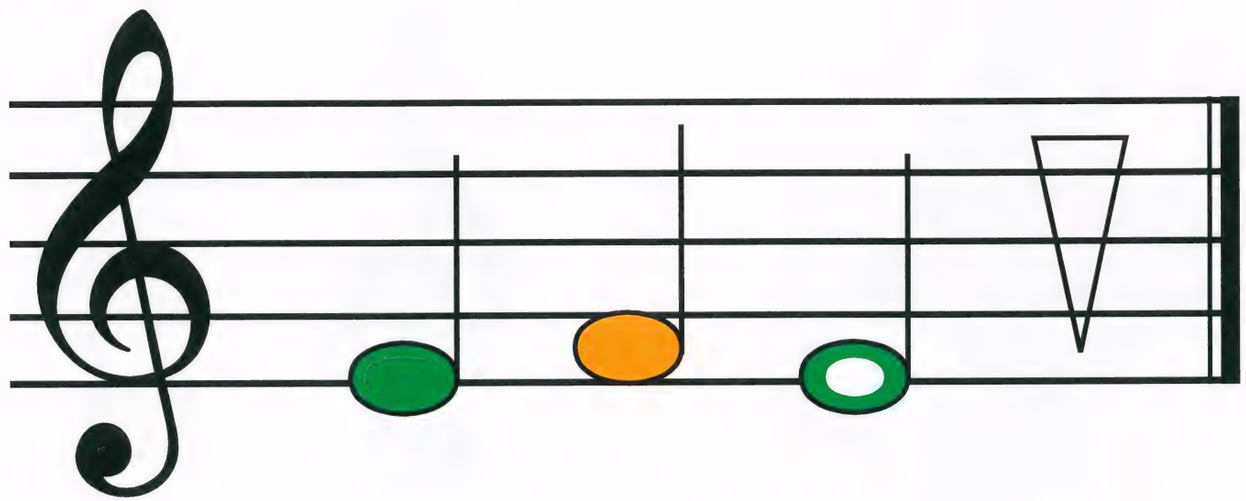

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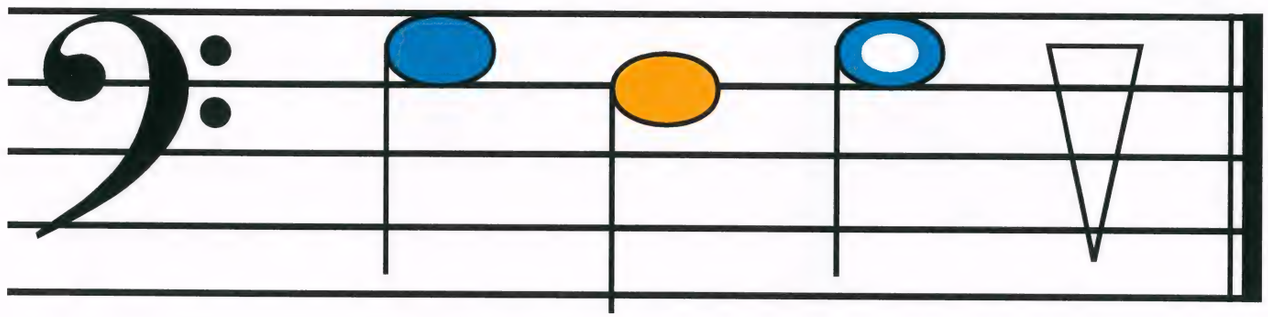

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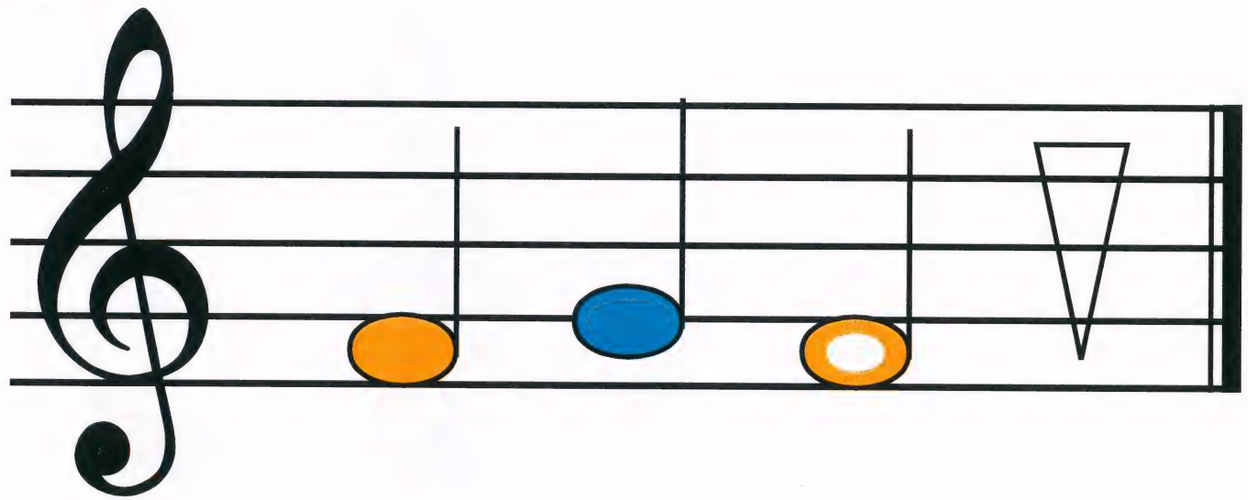

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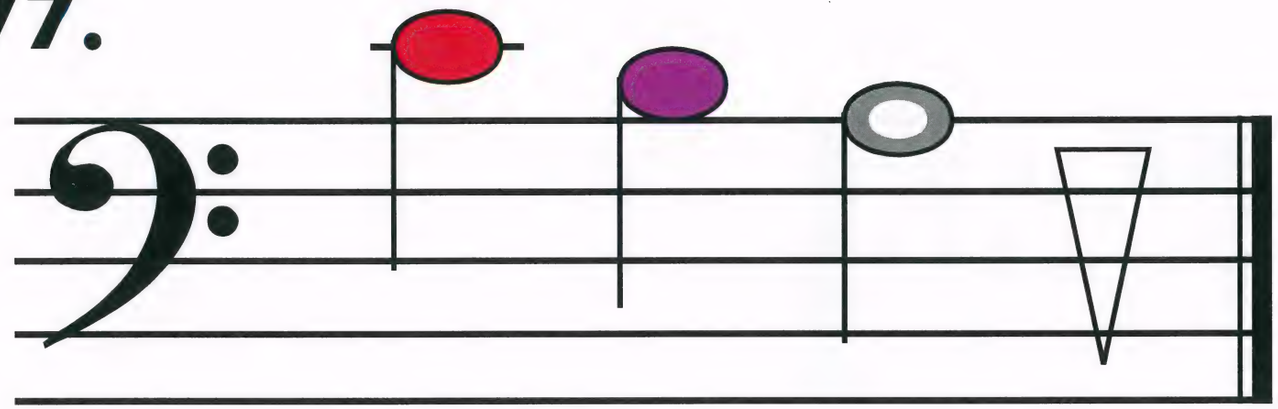

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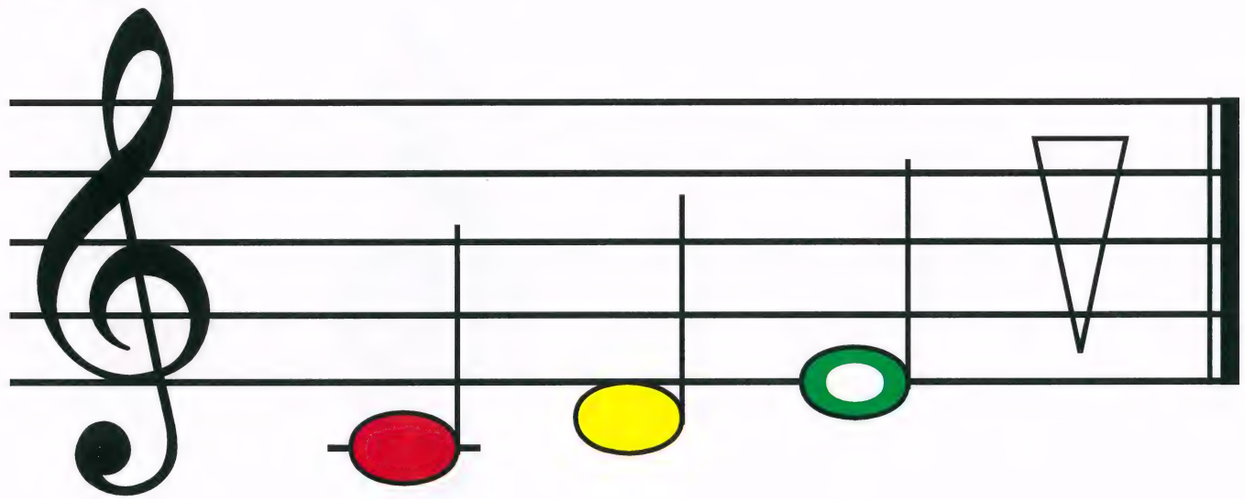

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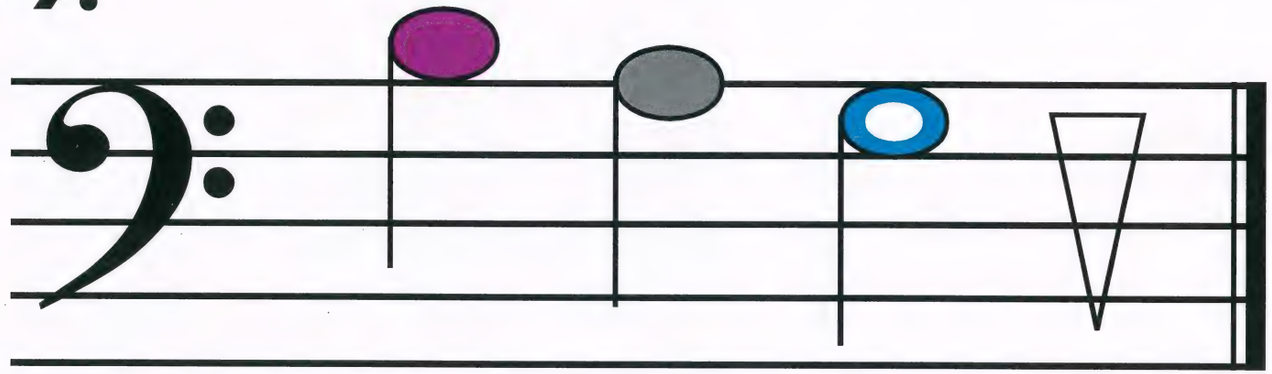

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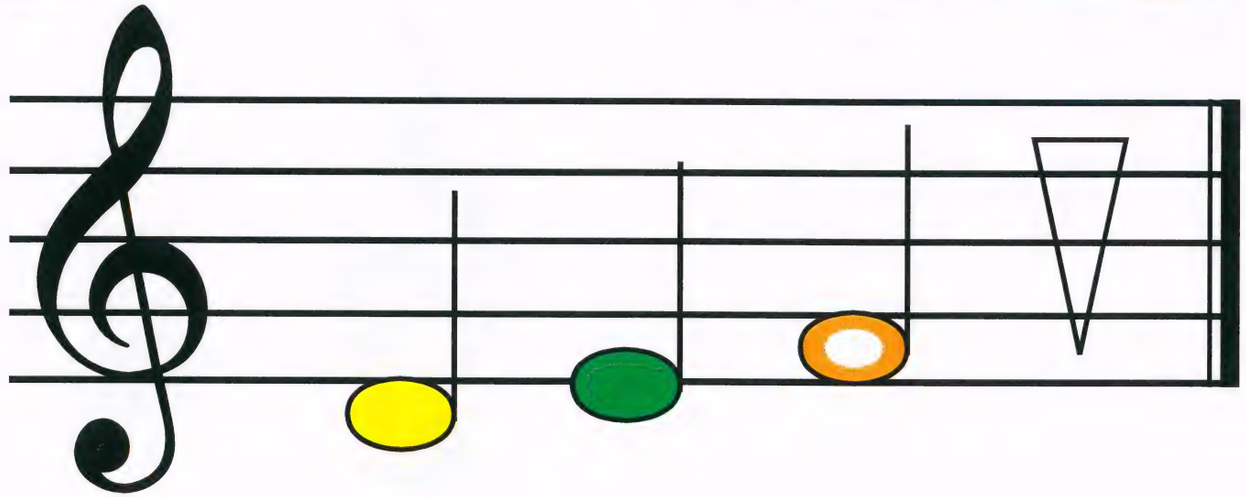

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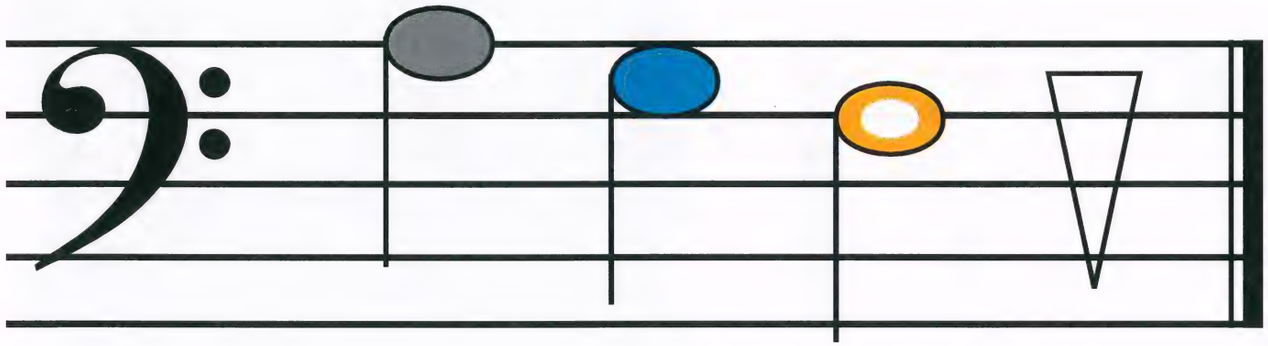

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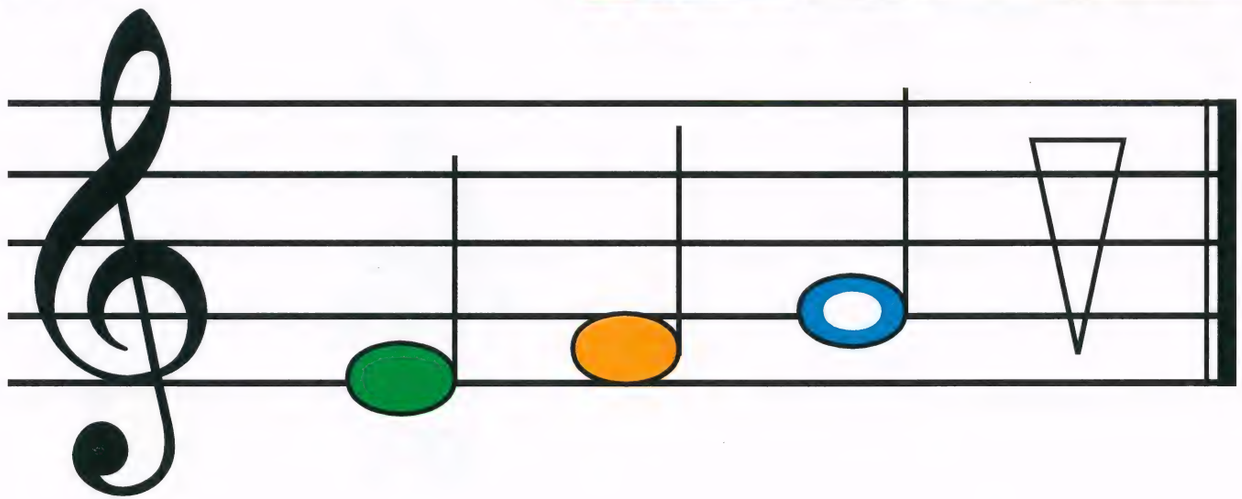

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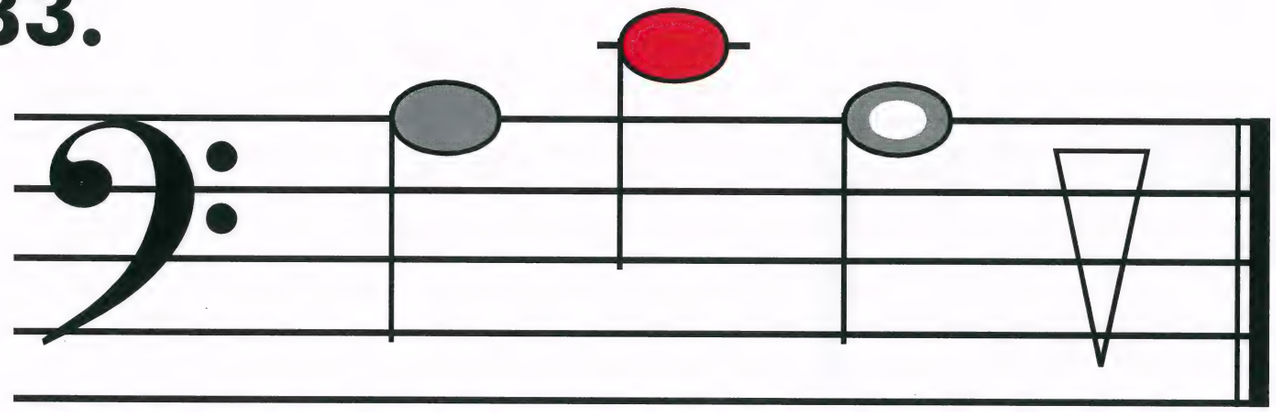

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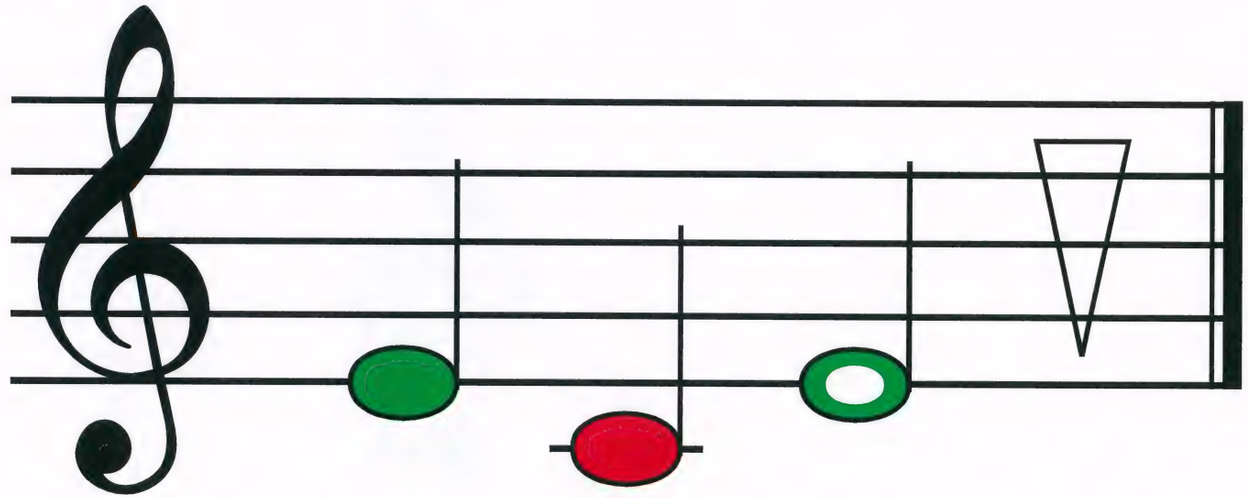

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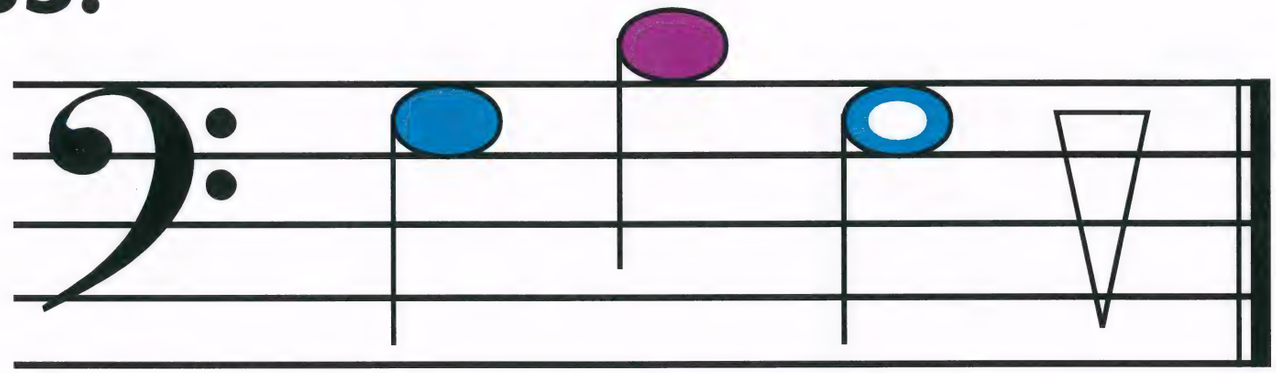

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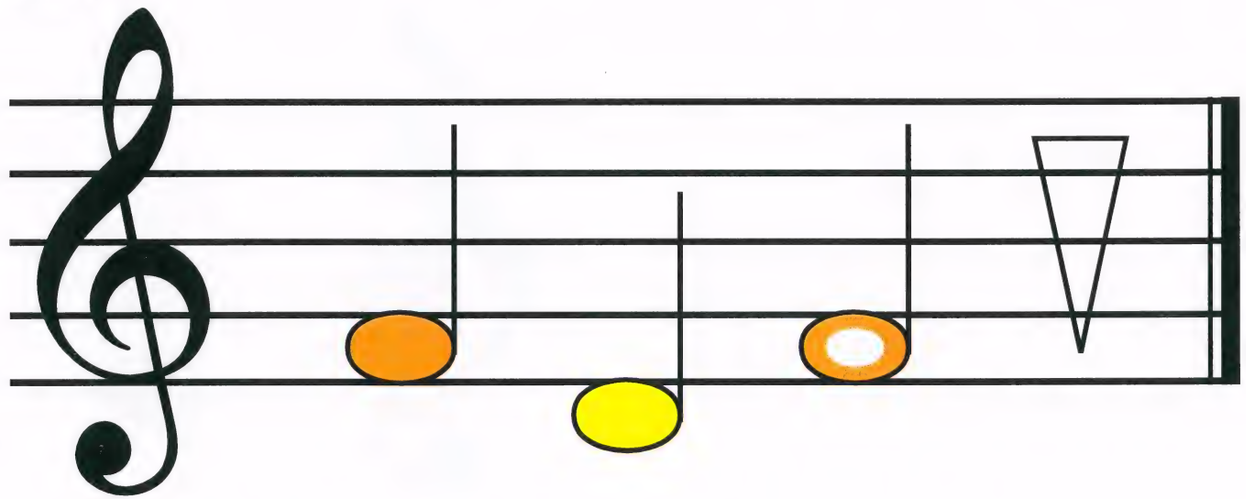

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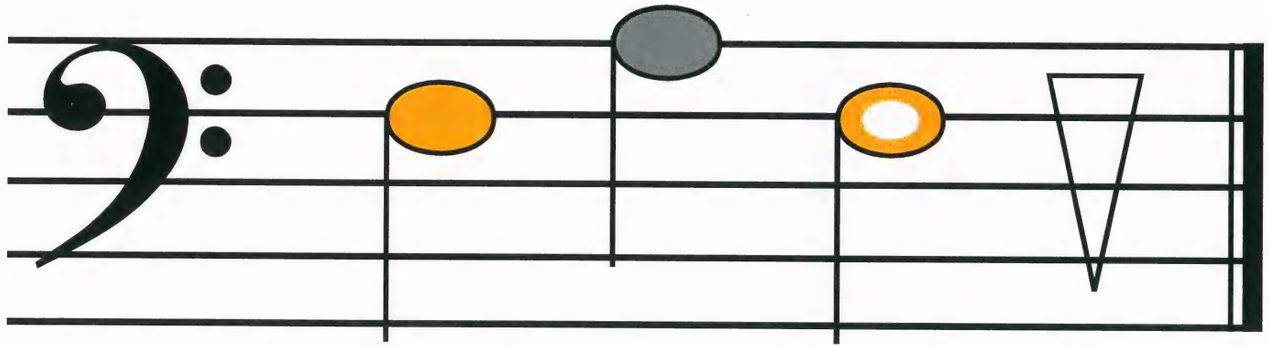

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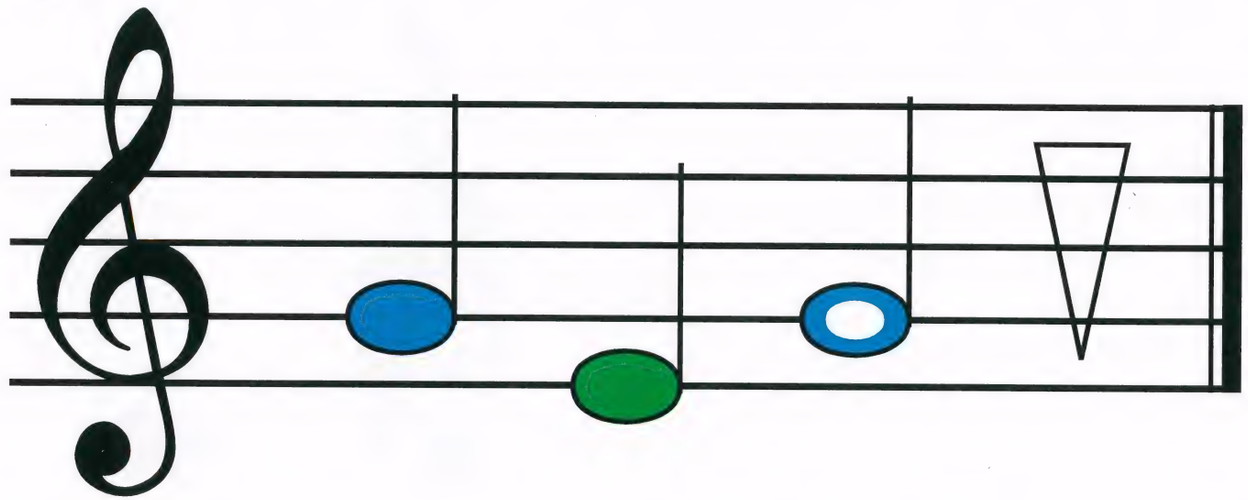

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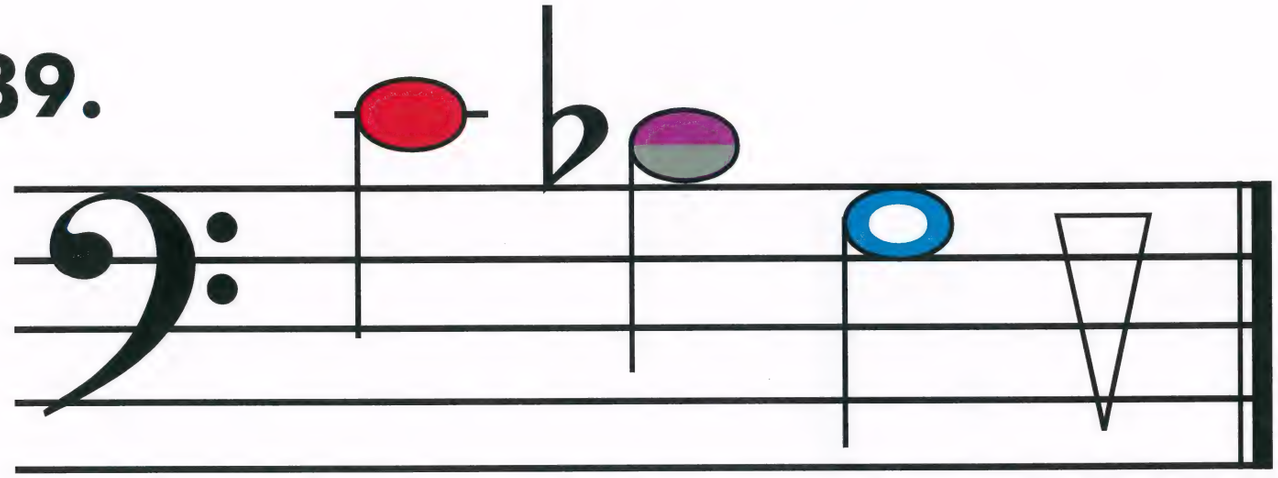

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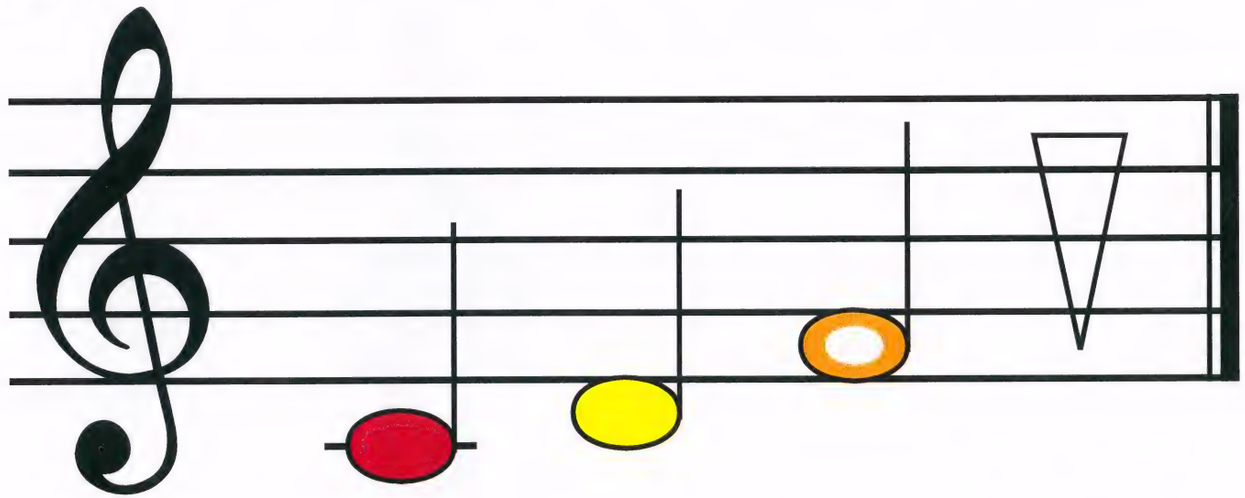

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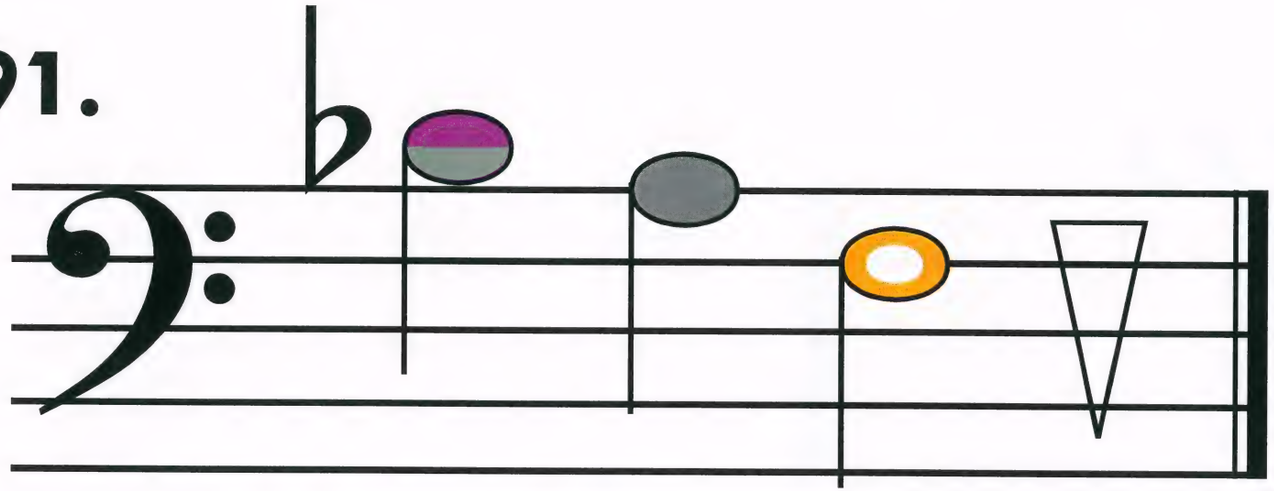

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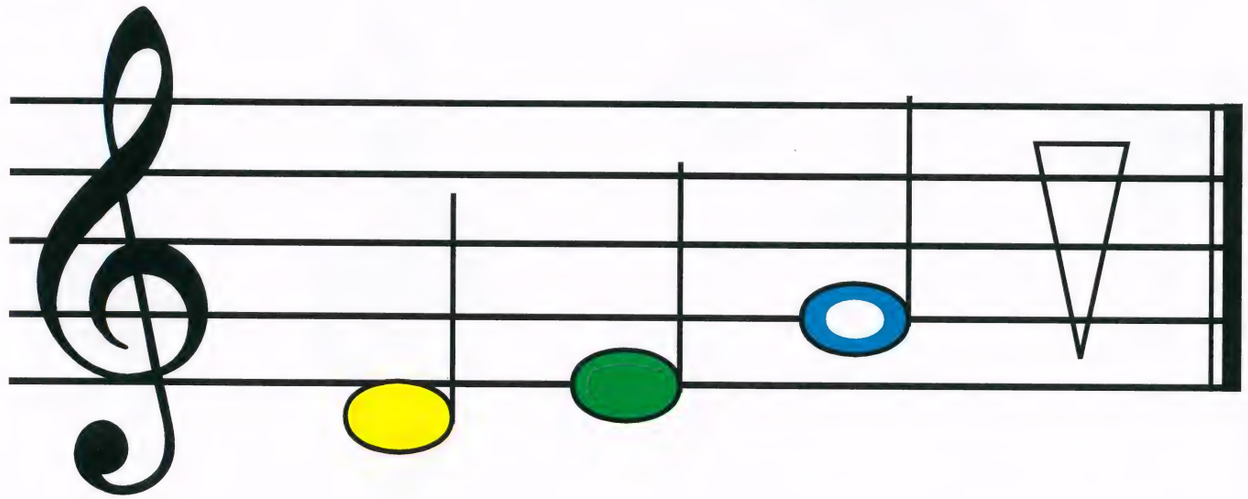

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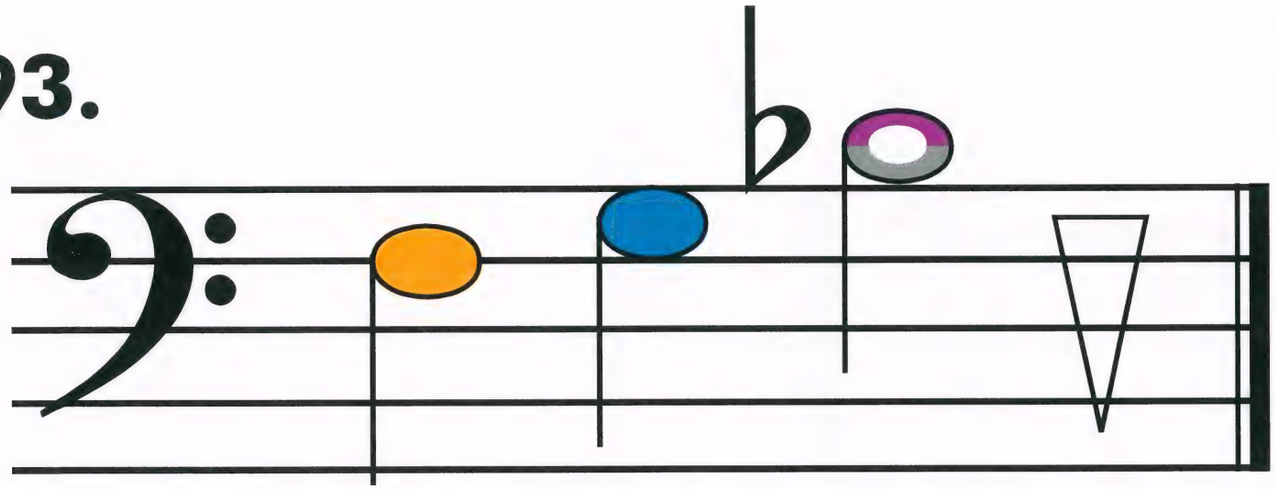

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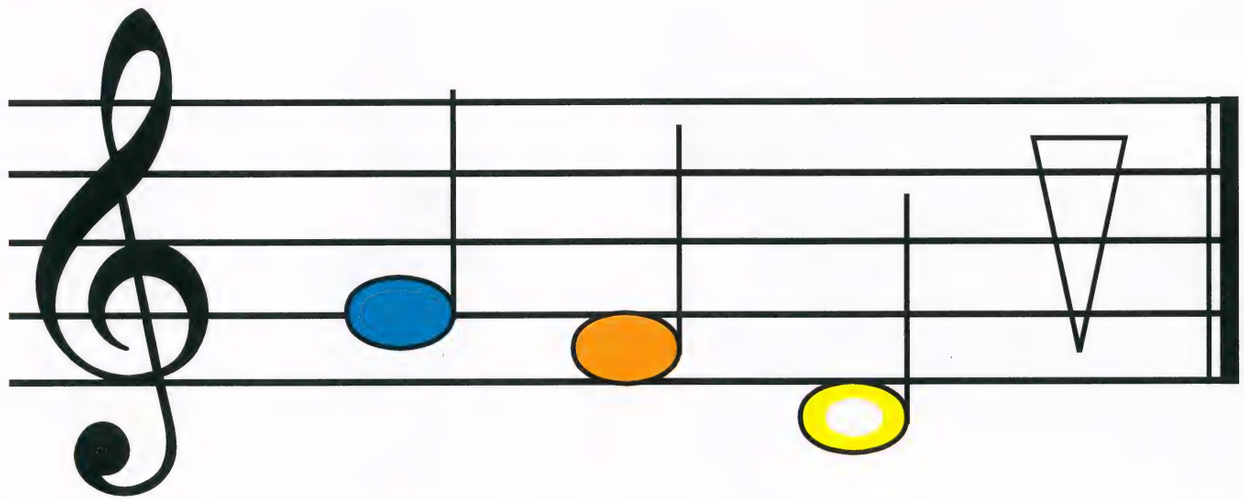

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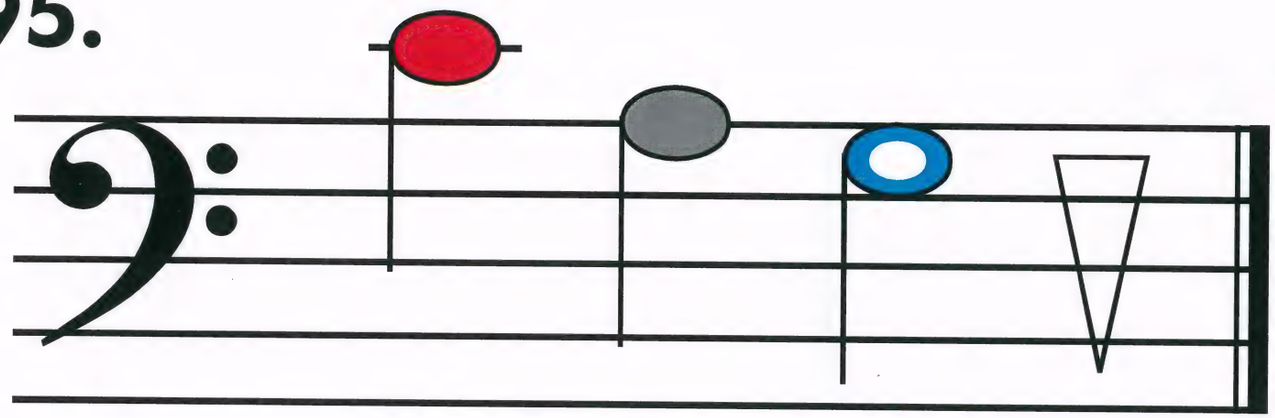

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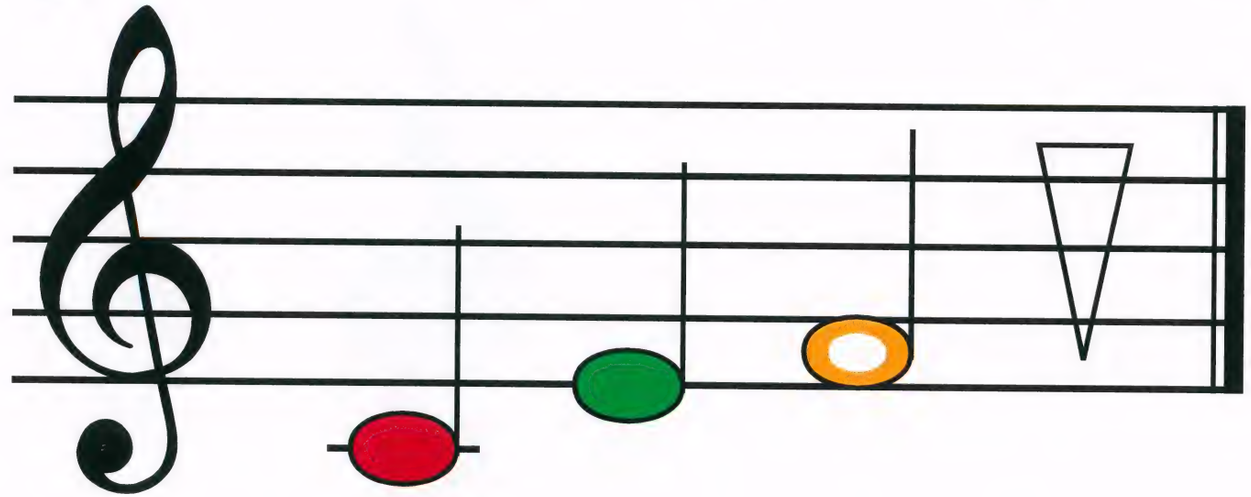

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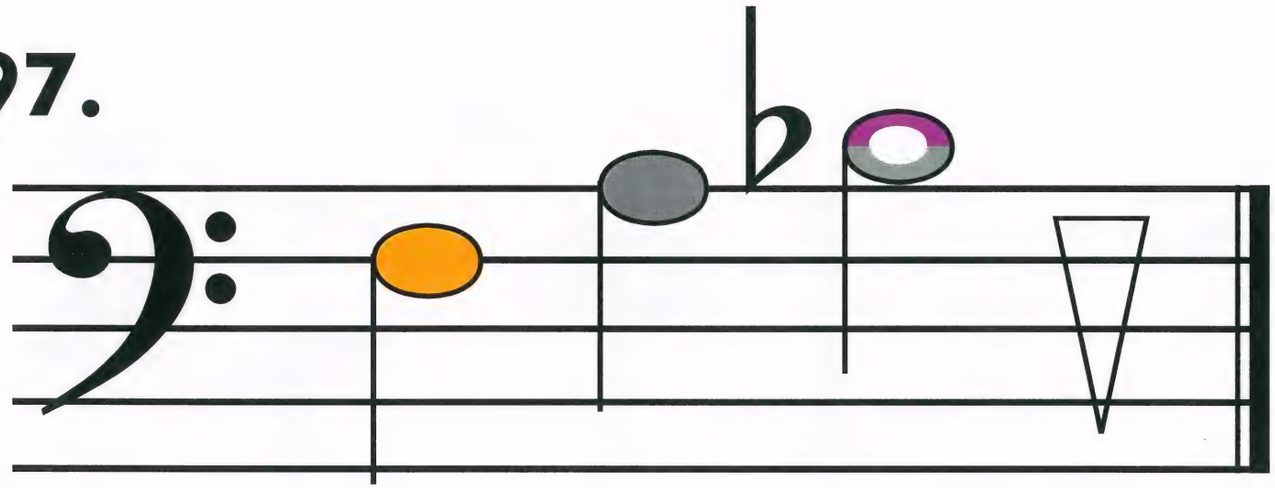

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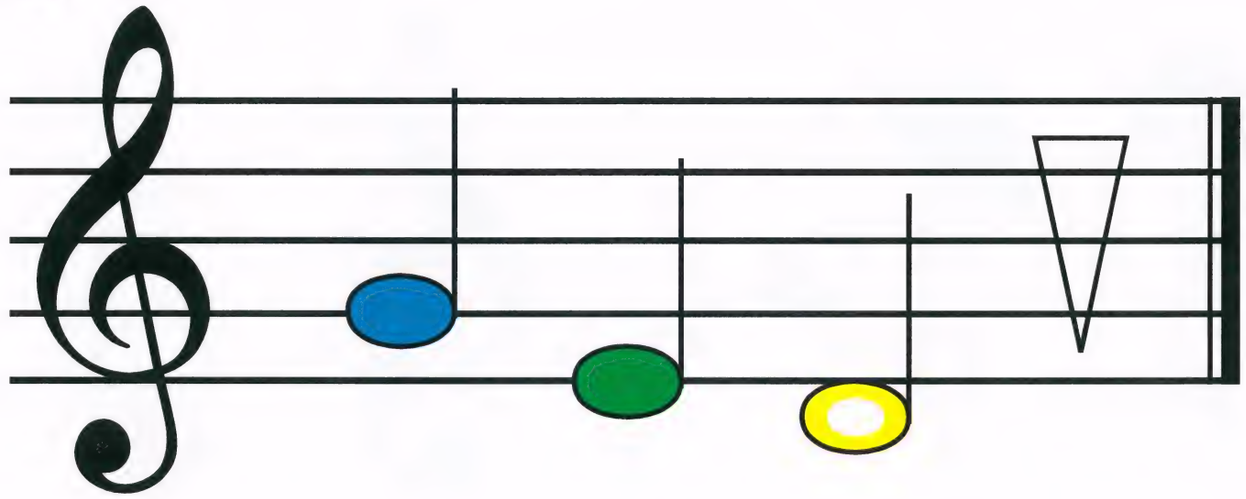

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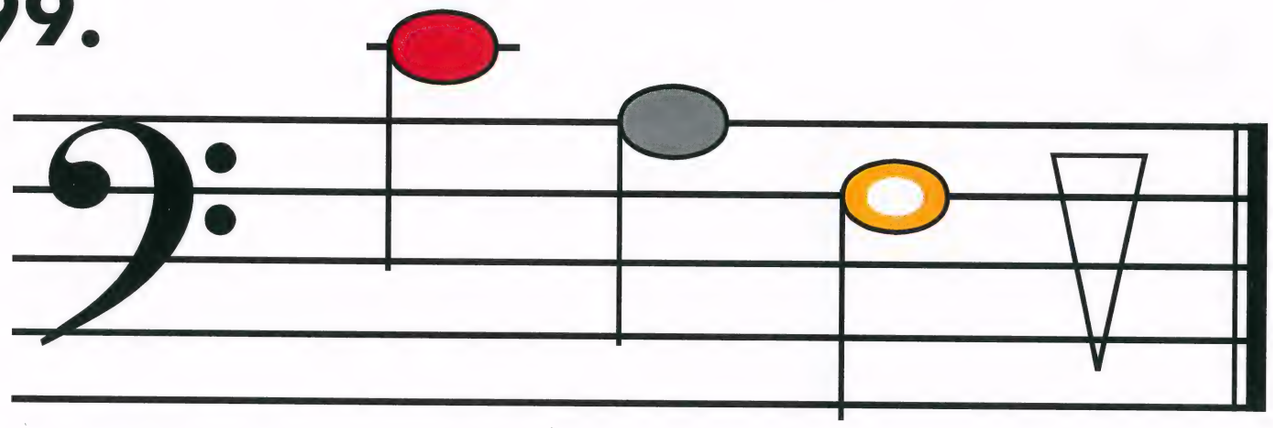

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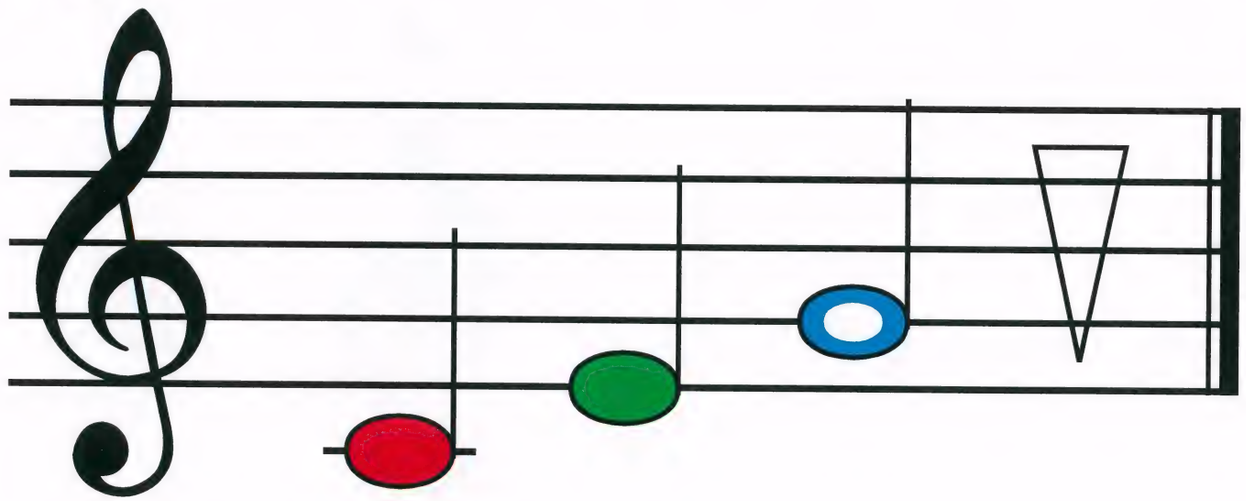

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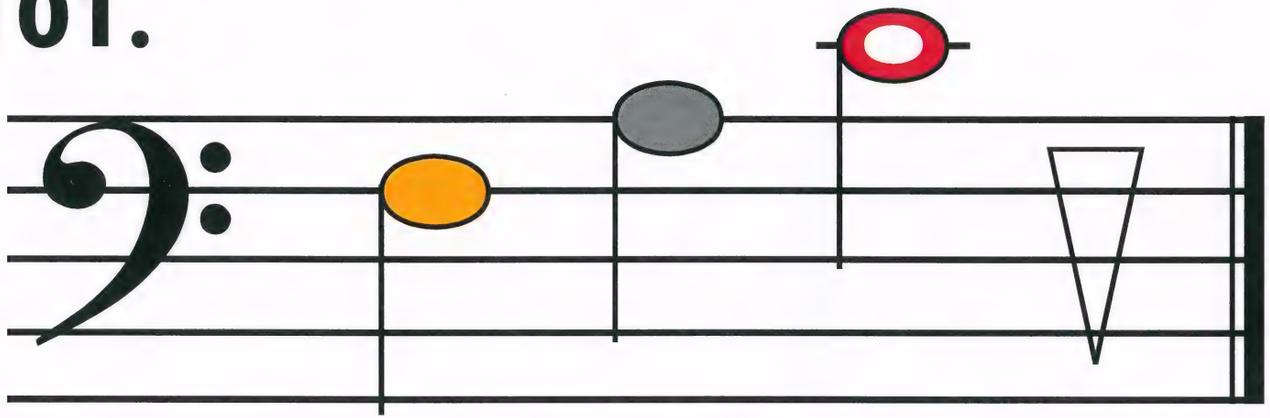

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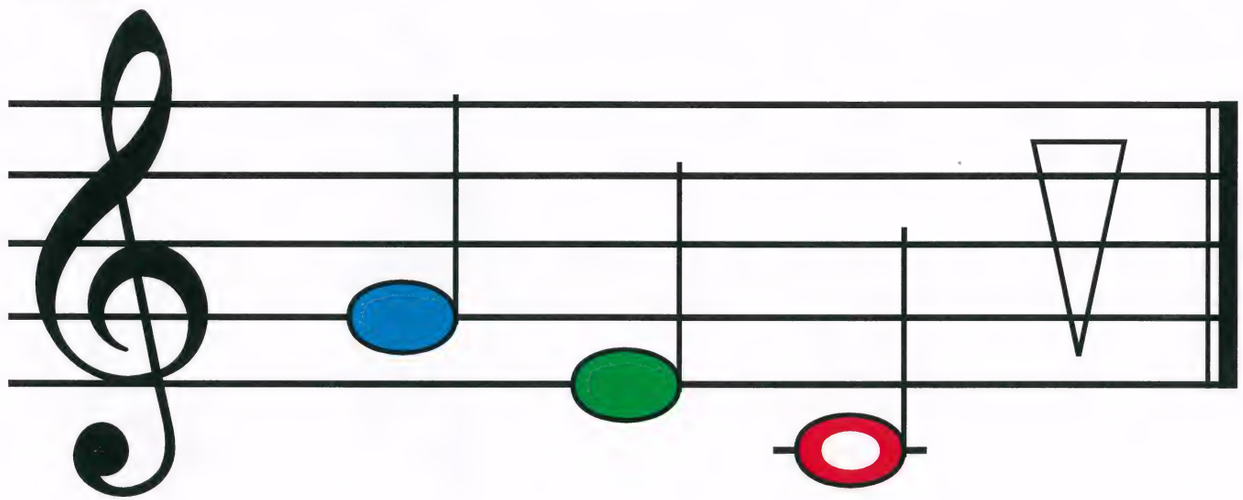

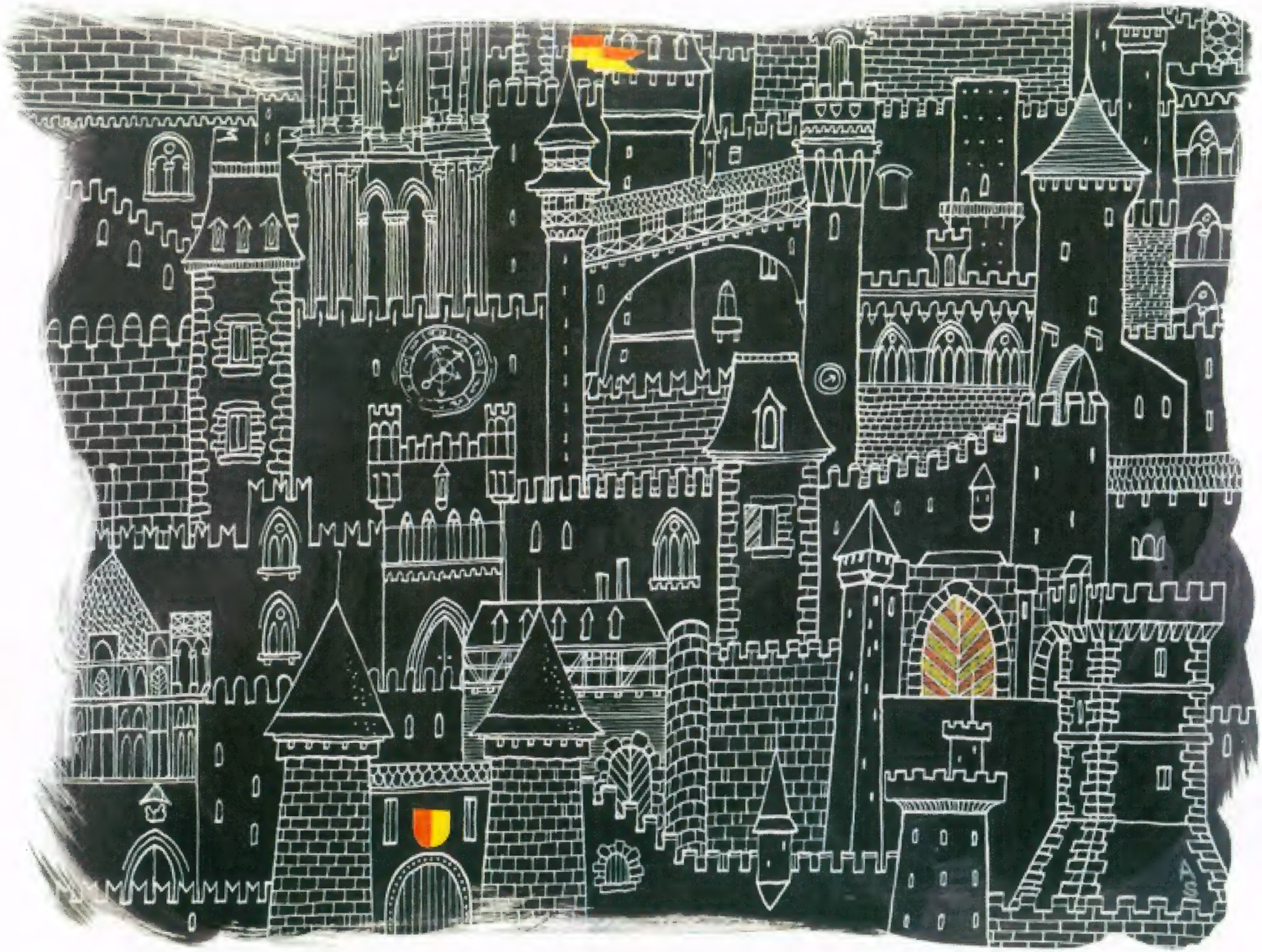

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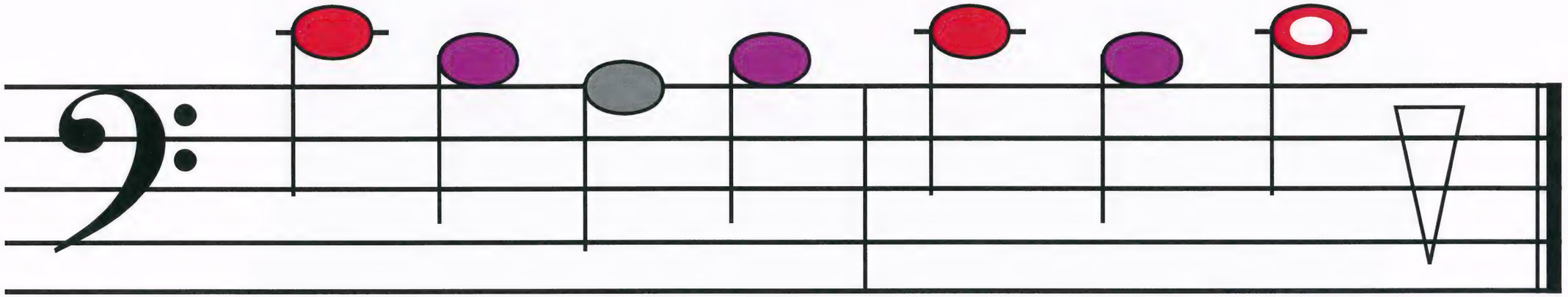

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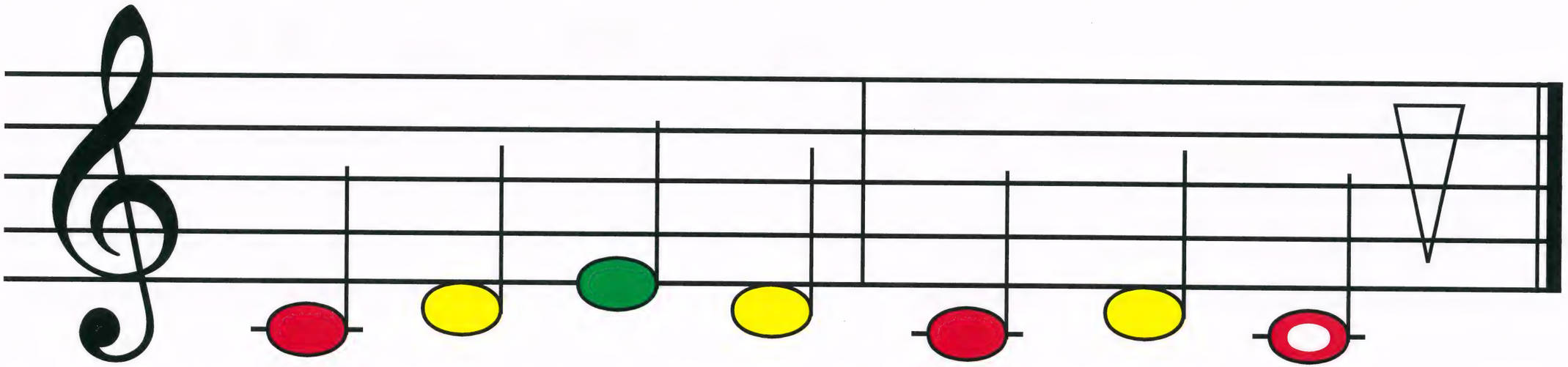

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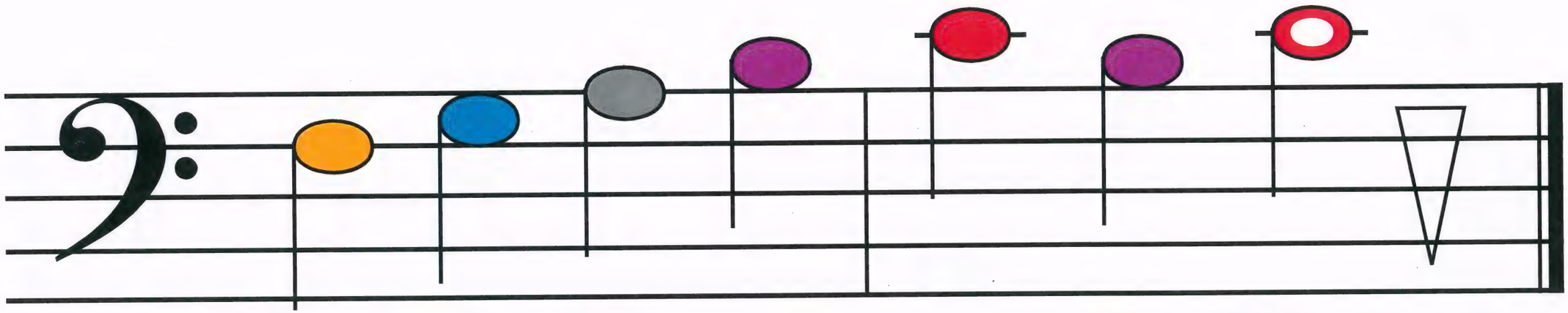

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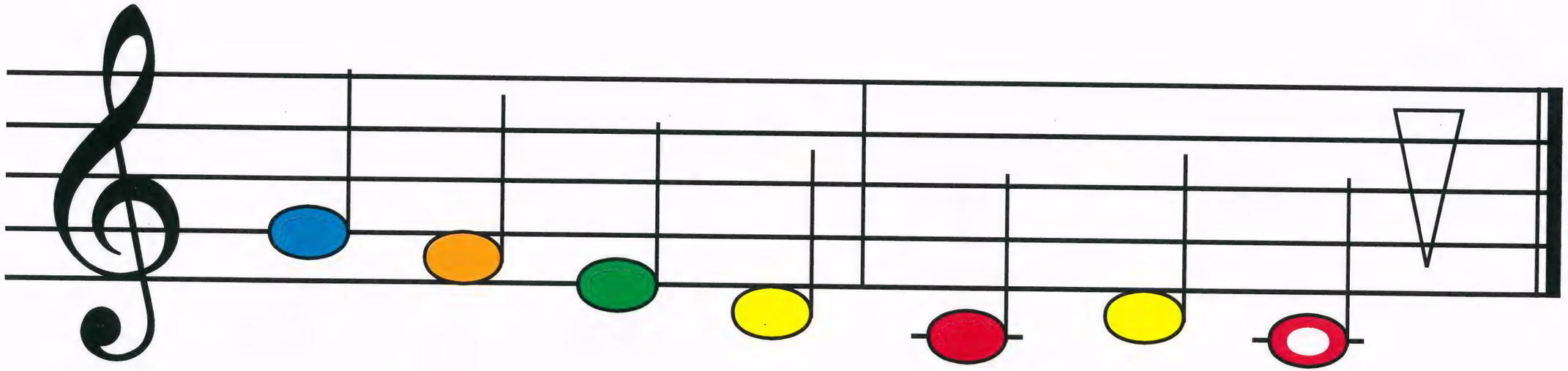

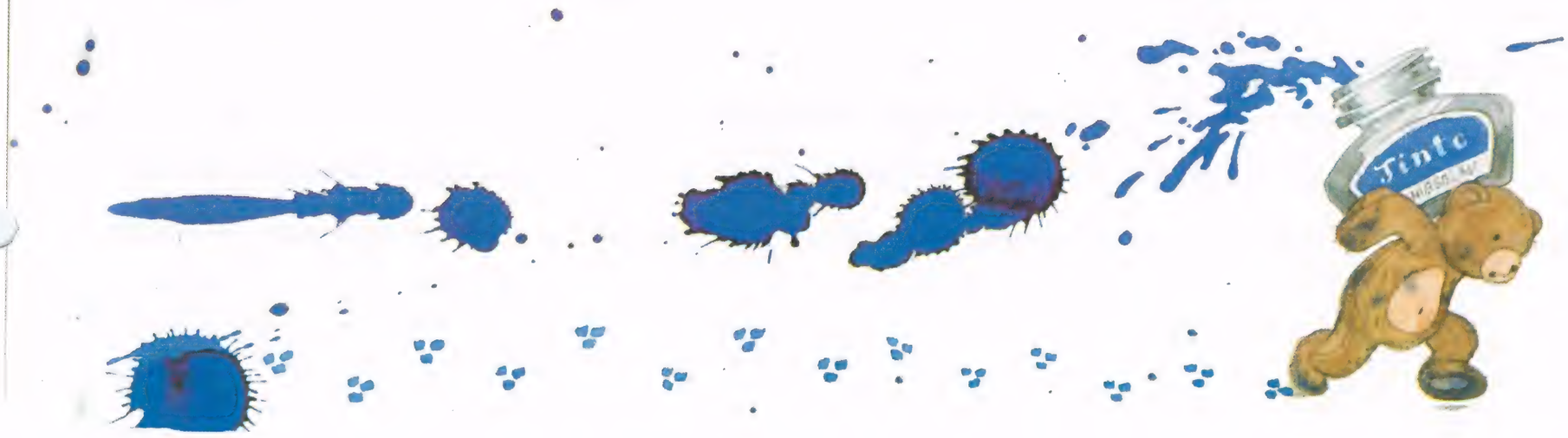

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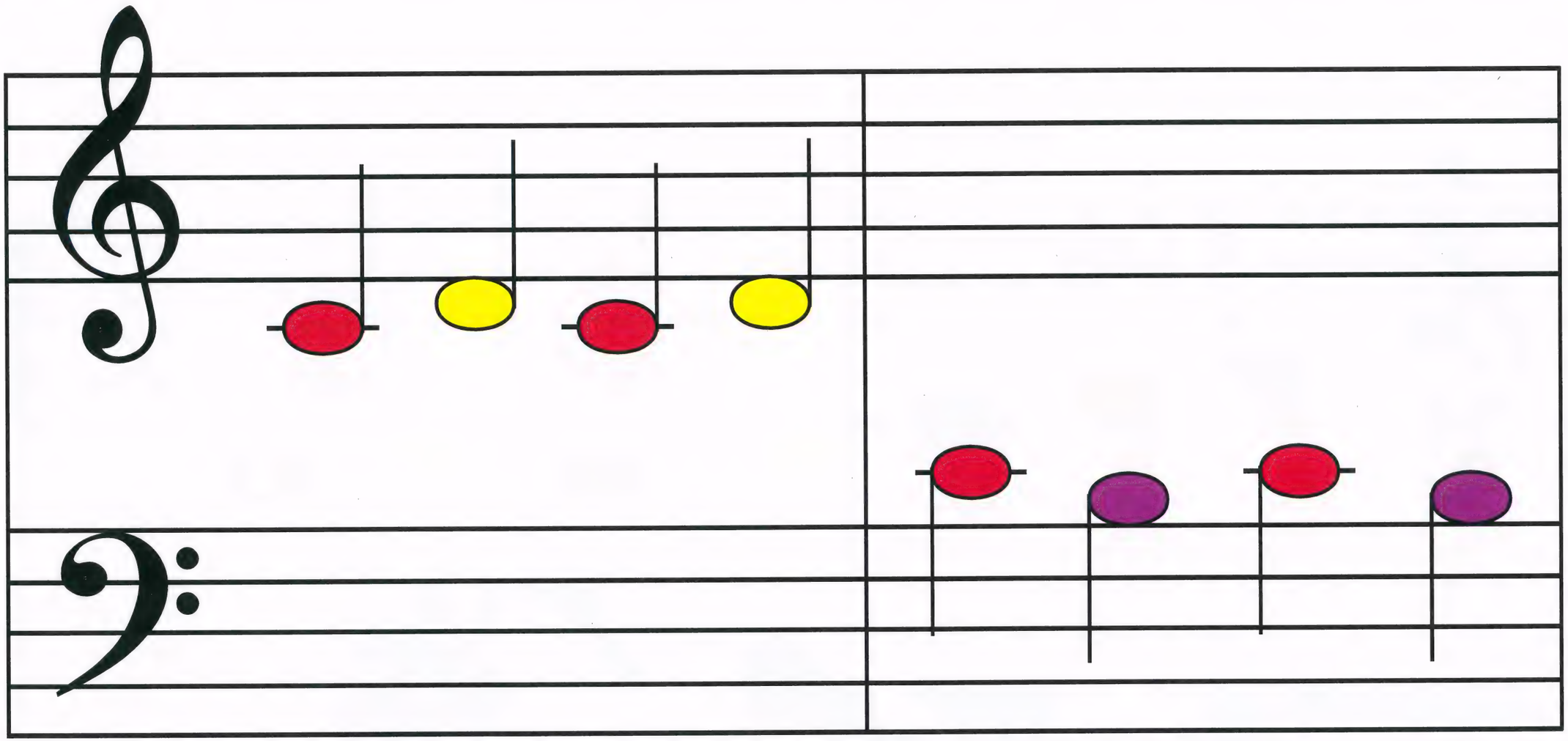

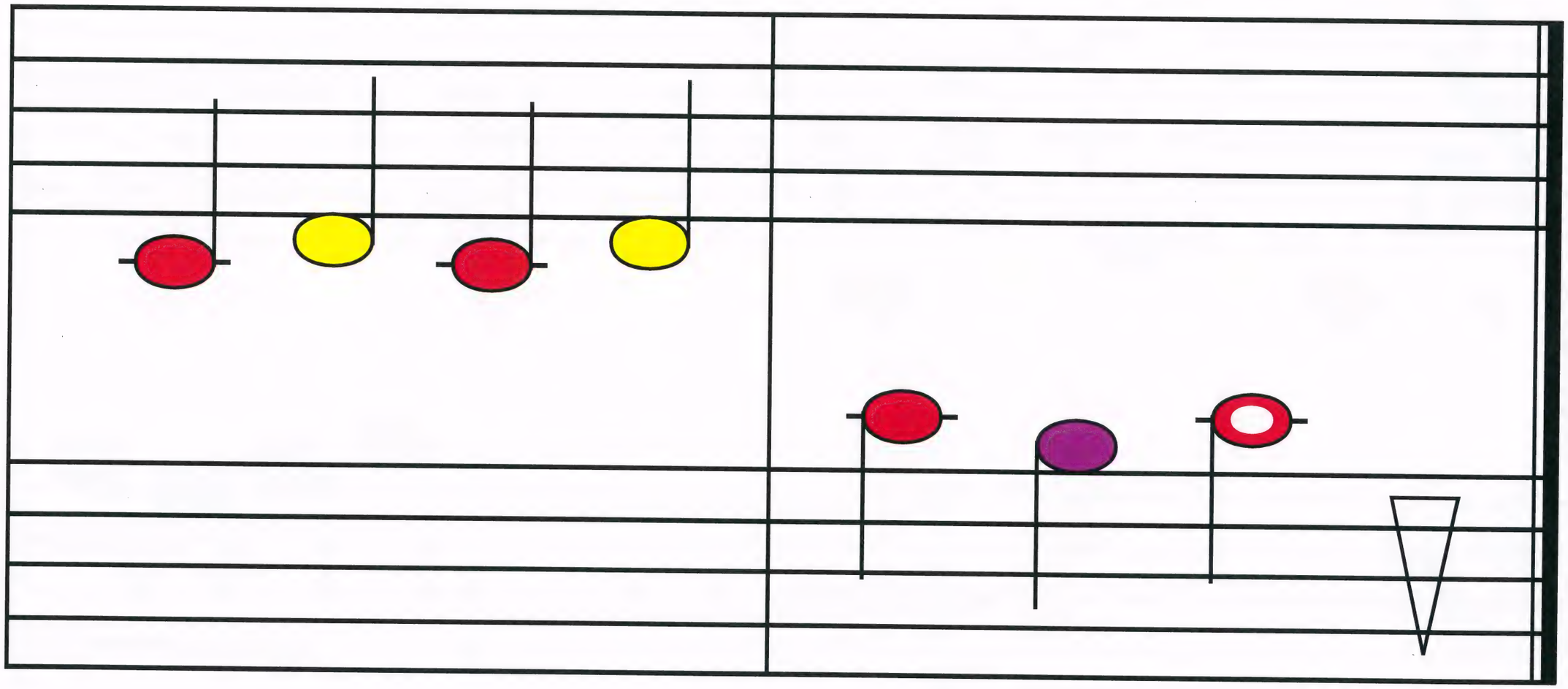

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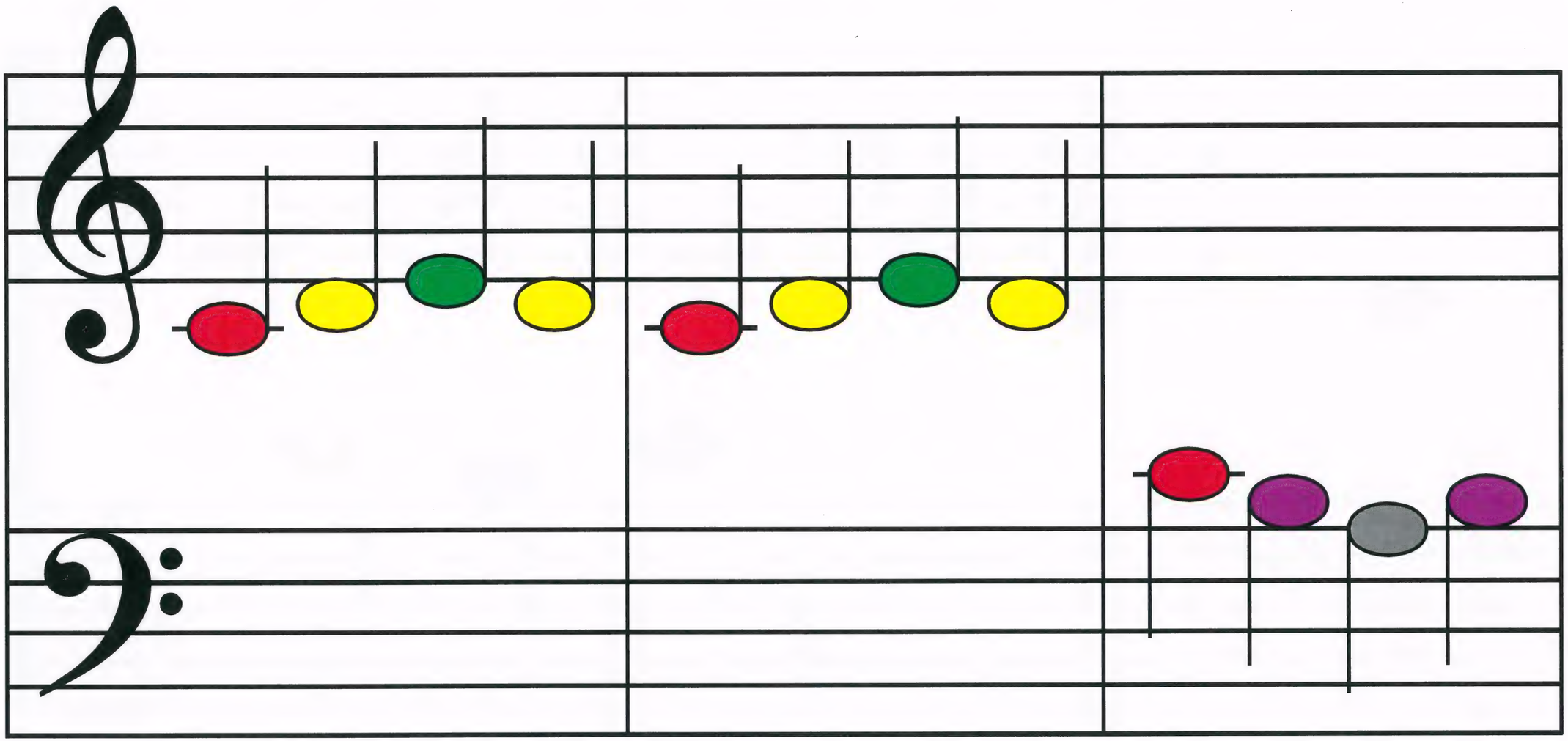

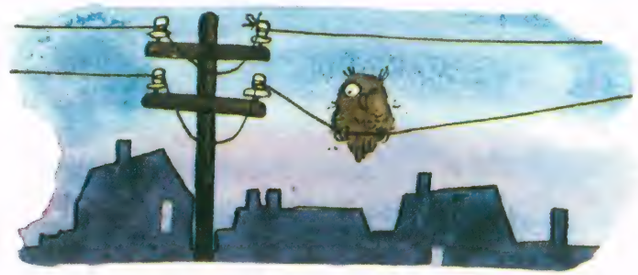

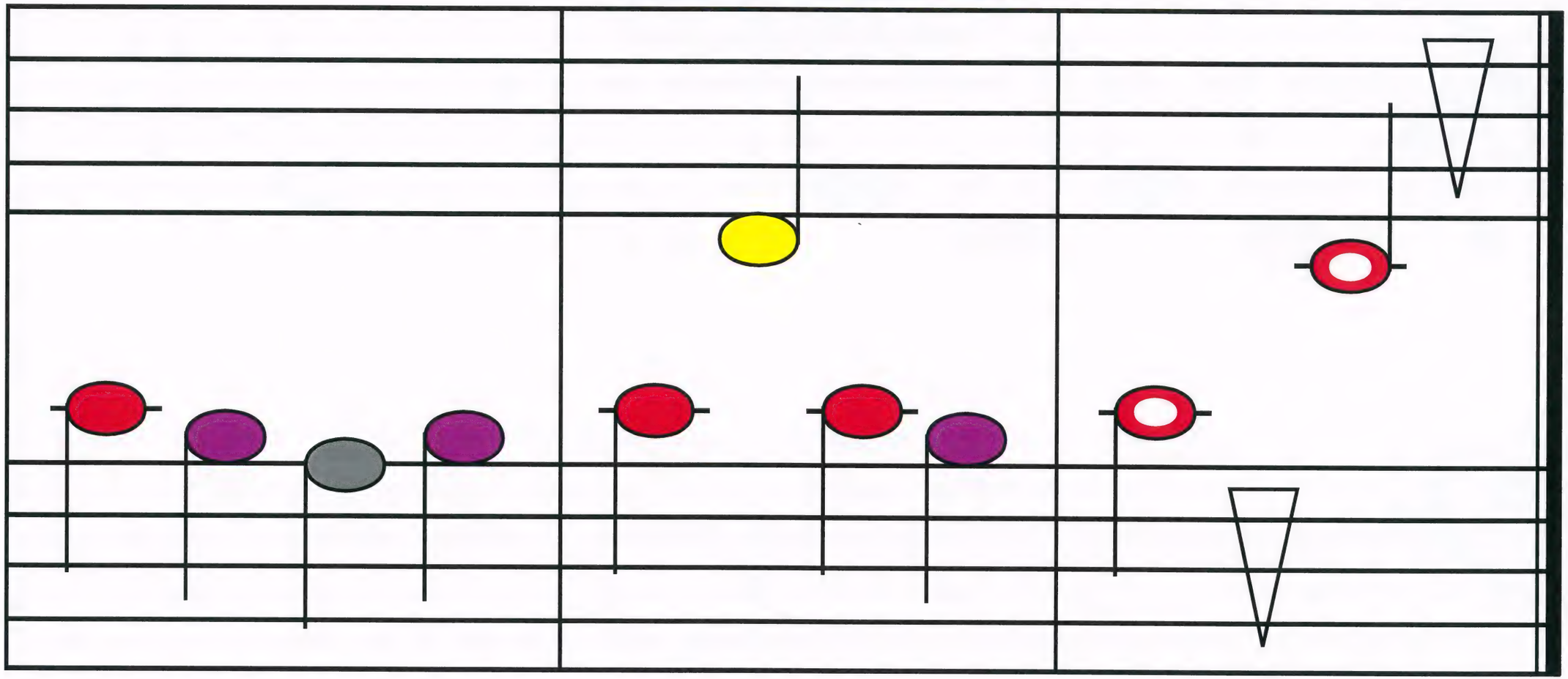

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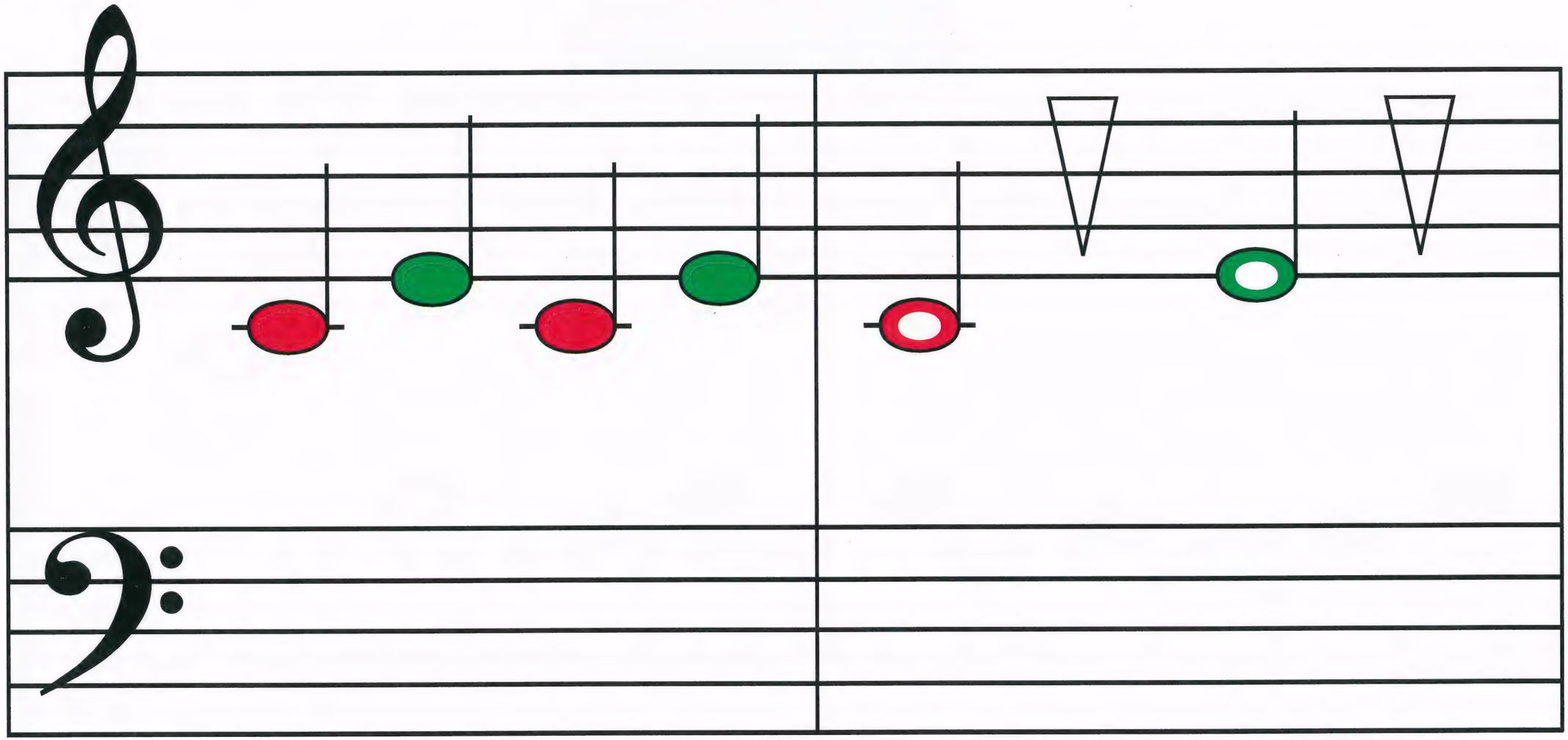
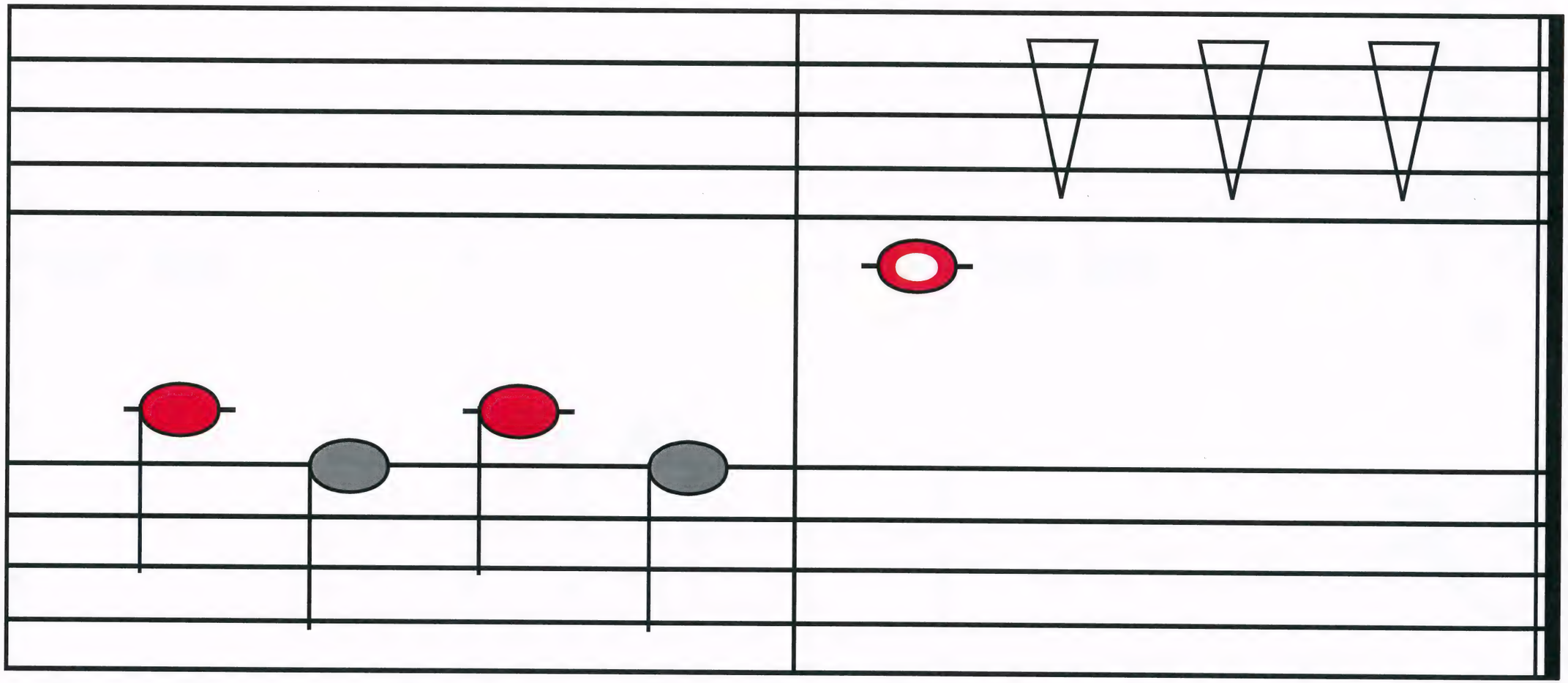
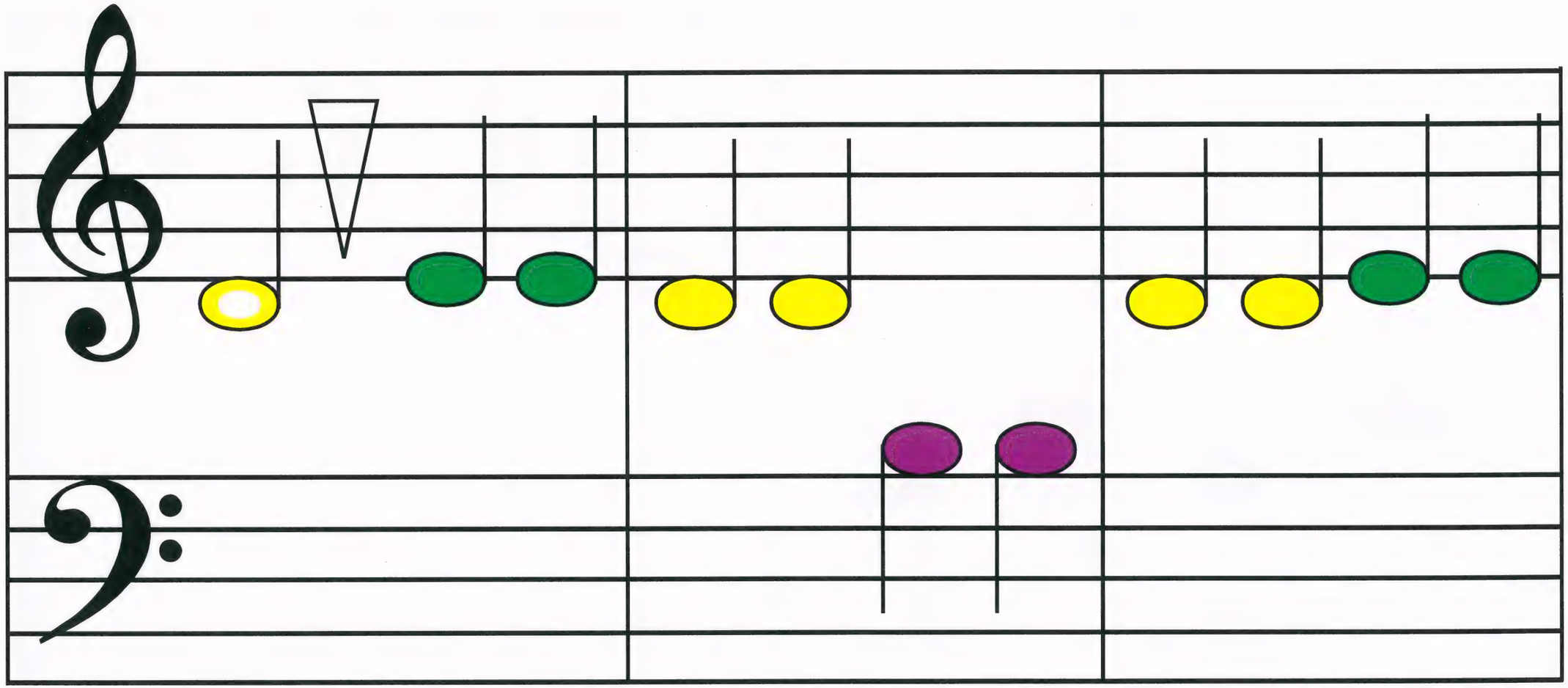
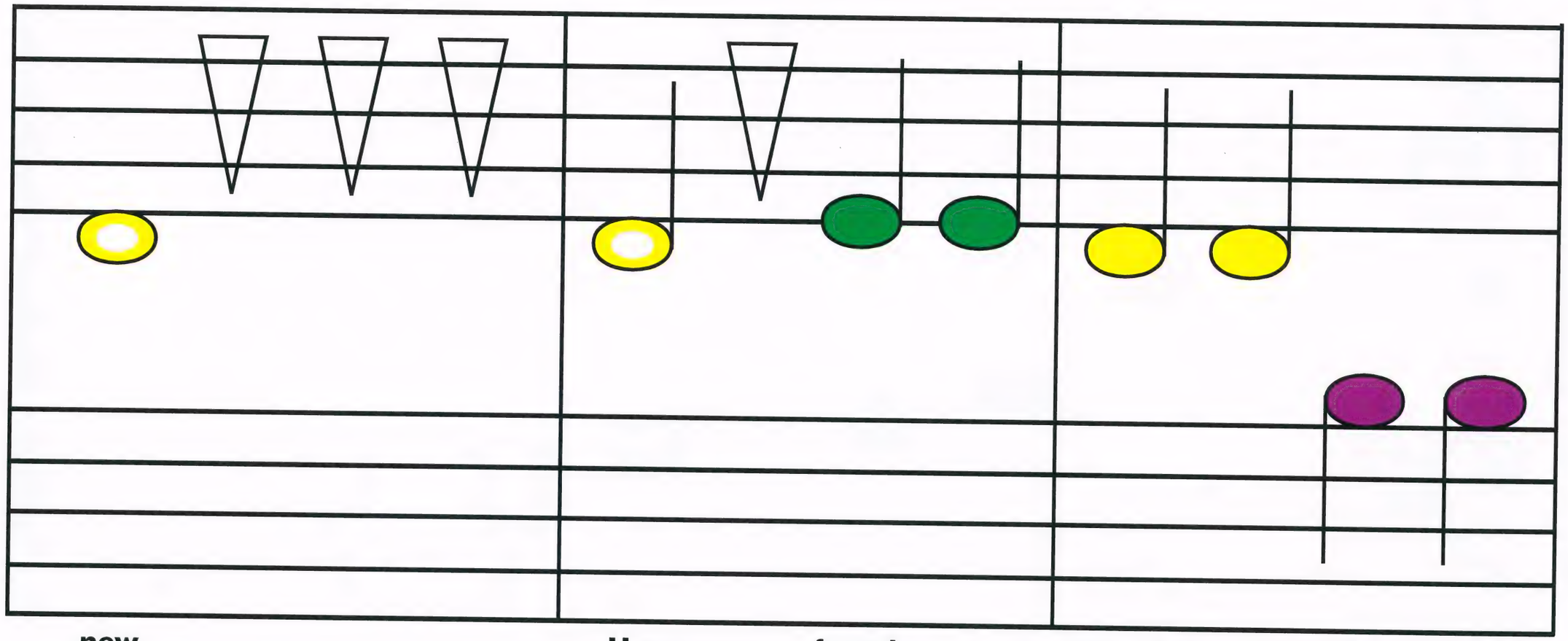




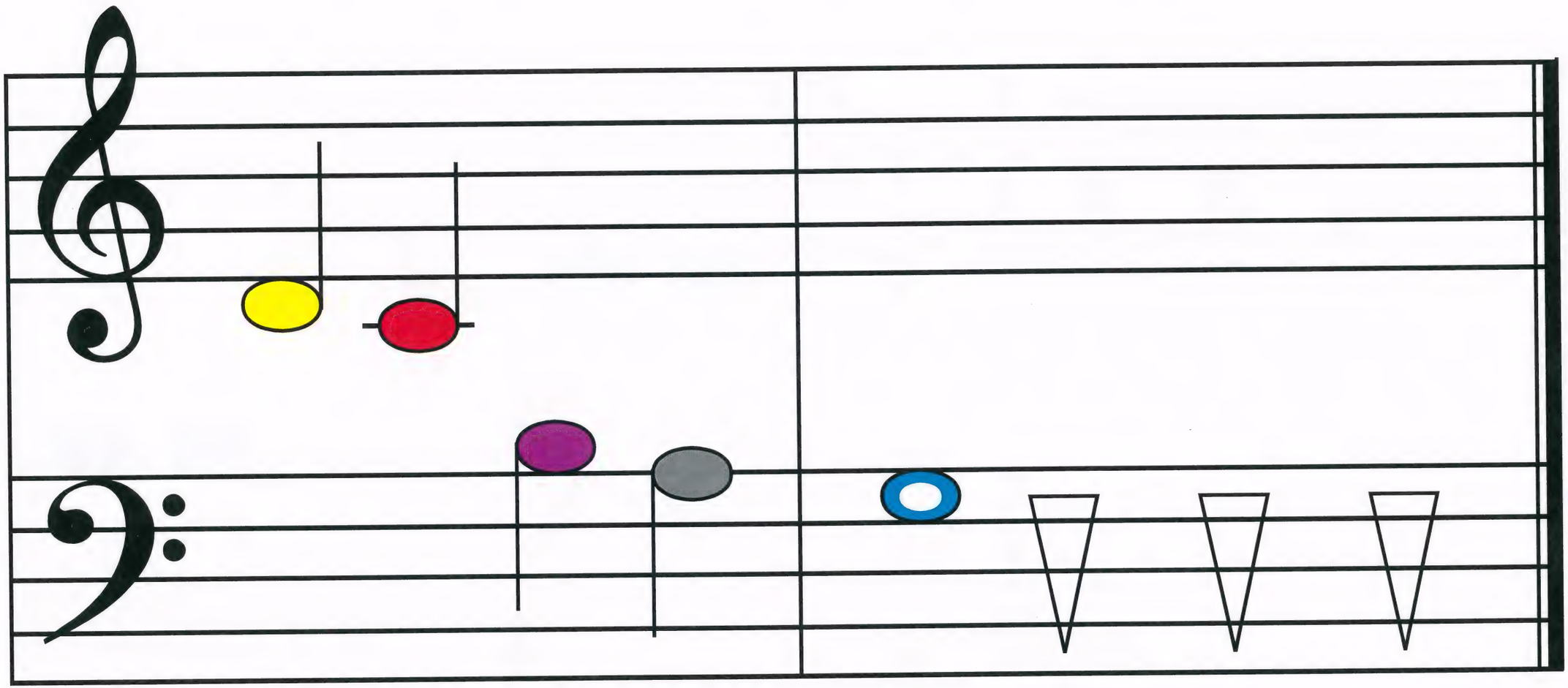
110. Five Baby Turtles



One	ba -	by	tur -	tle	who	was	all	a -	lone	and
Two	ba -	by	tur -	tles	crawl -	ing	off	to	find	the
Three	ba -	by	tur -	tles	crawl -	ing	up	and	down	the
Four	ba -	by	tur -	tles	who	were	go -	ing	for	a

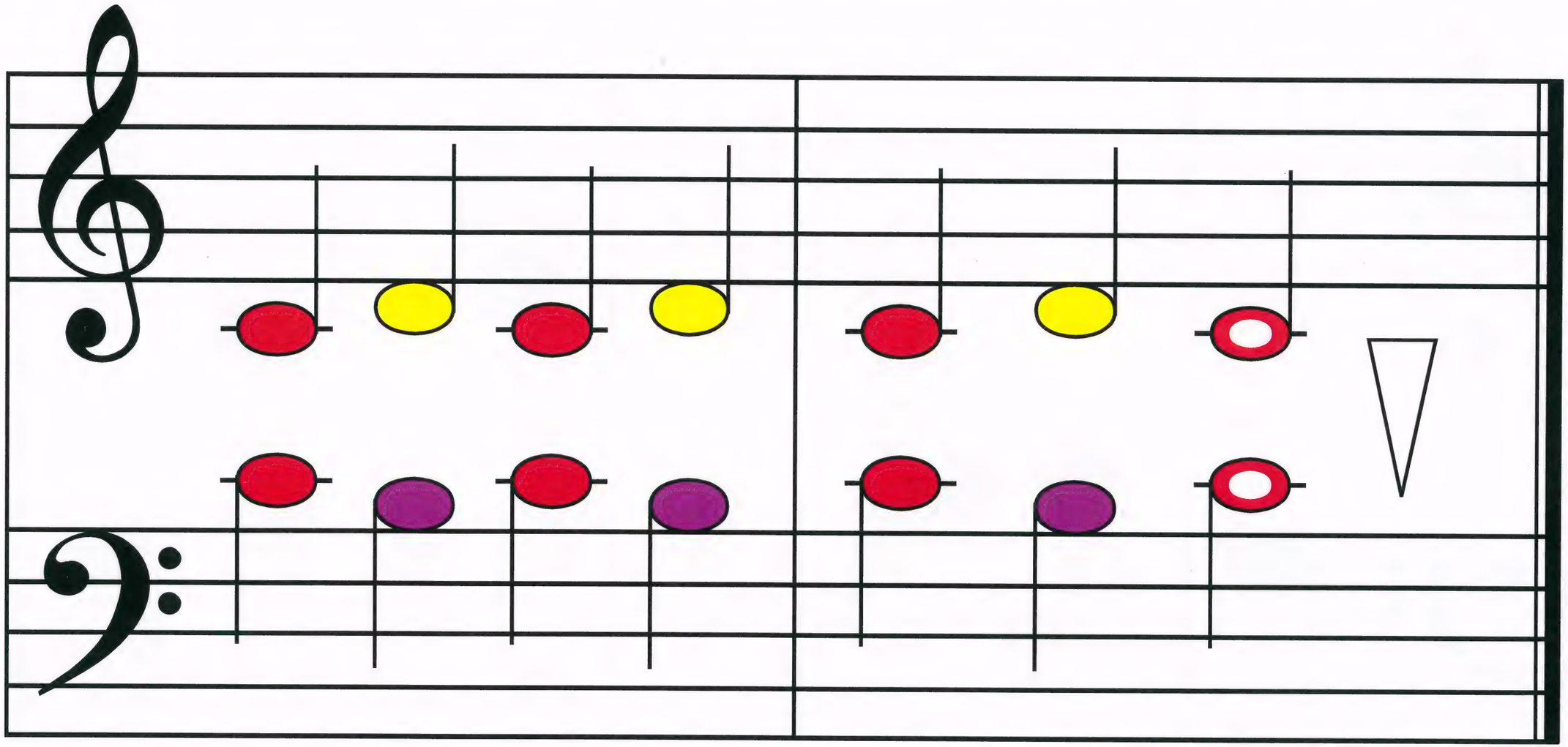


new,	He	found	a	friend	to	play	and
sea,	They	found	a -	noth -	er	friend	and
shore,	They	found	a -	noth -	er	friend	and
dive,	They	found	a -	noth -	er	friend	and

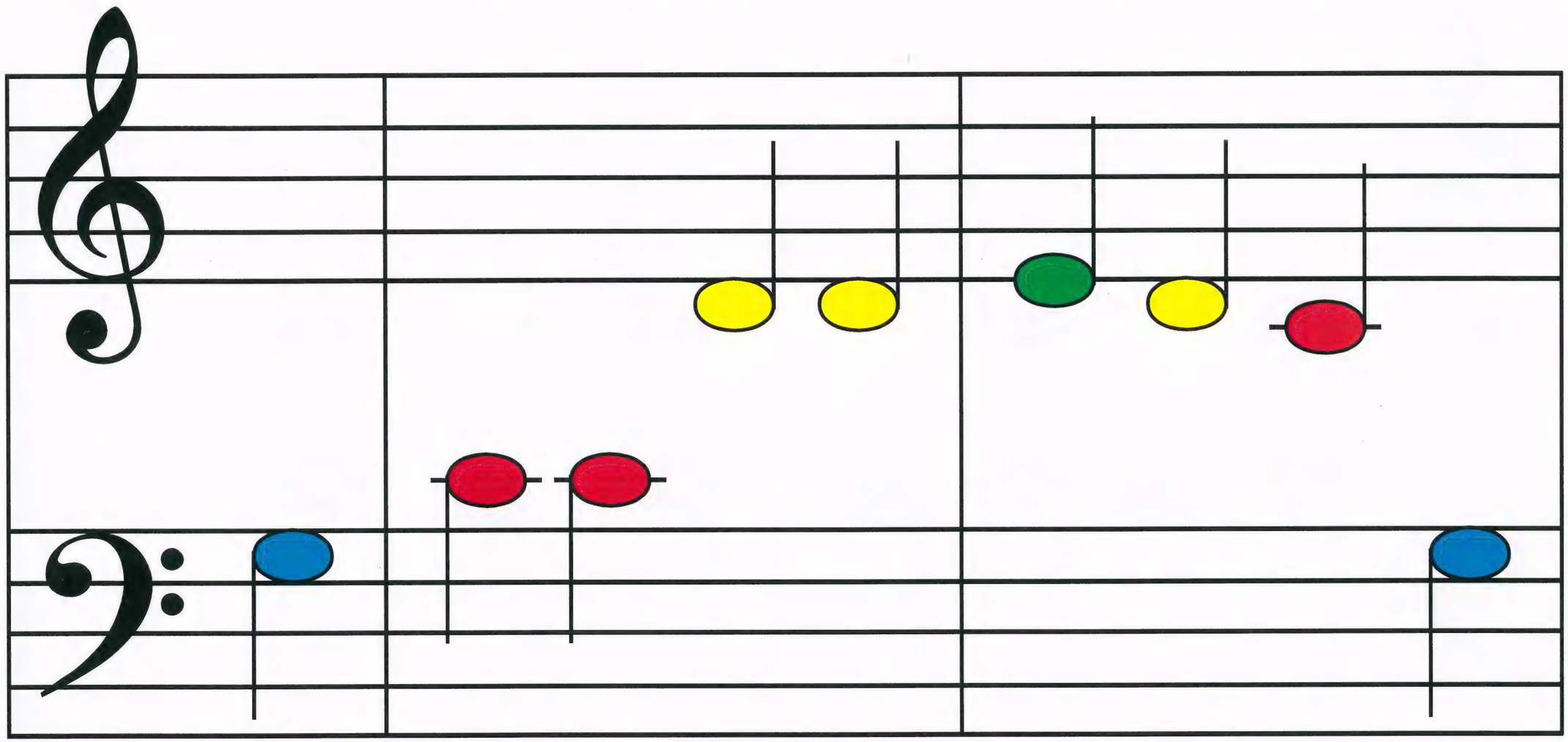


now	they	num -	ber	two.
now	they	num -	ber	three.
now	they	num -	ber	four.
now	they	are	all	five.

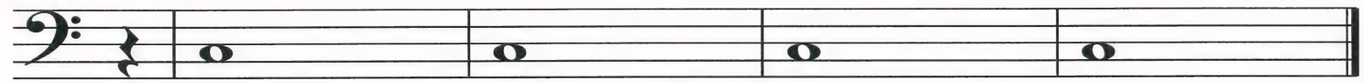
111.

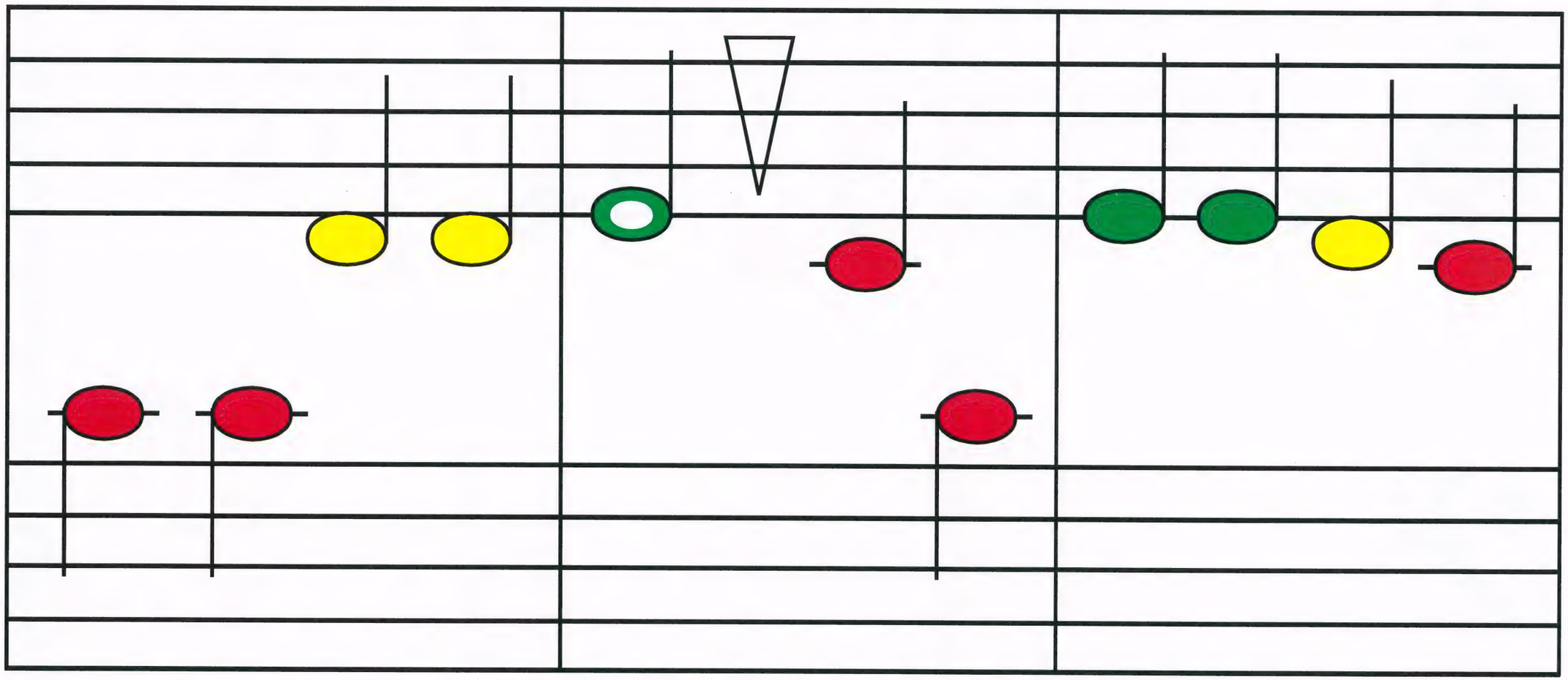


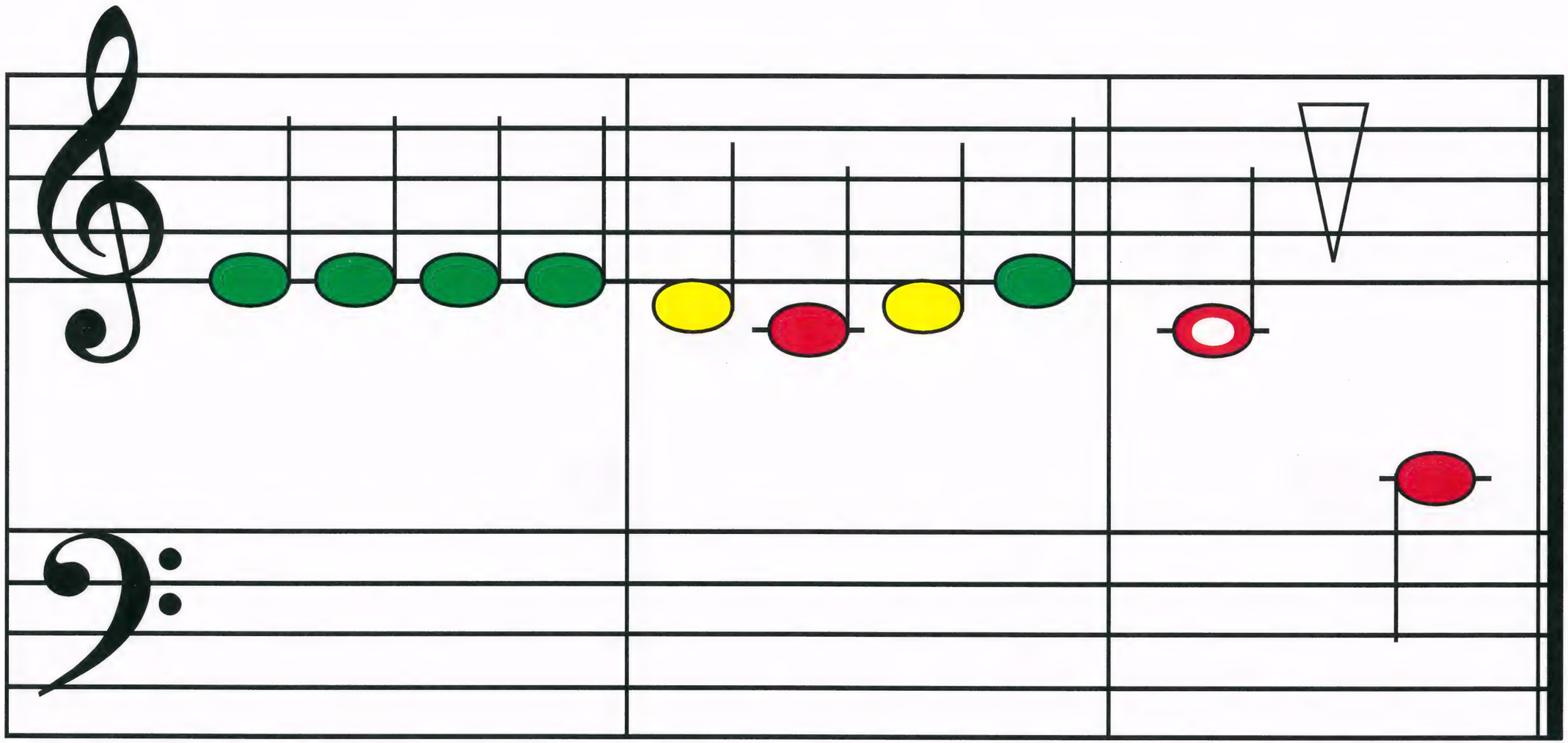
112. A Little Man Went Out to Sea



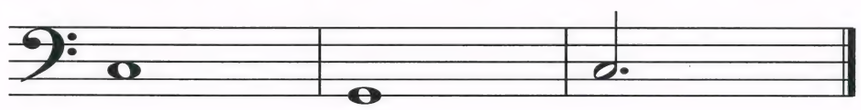
Teacher



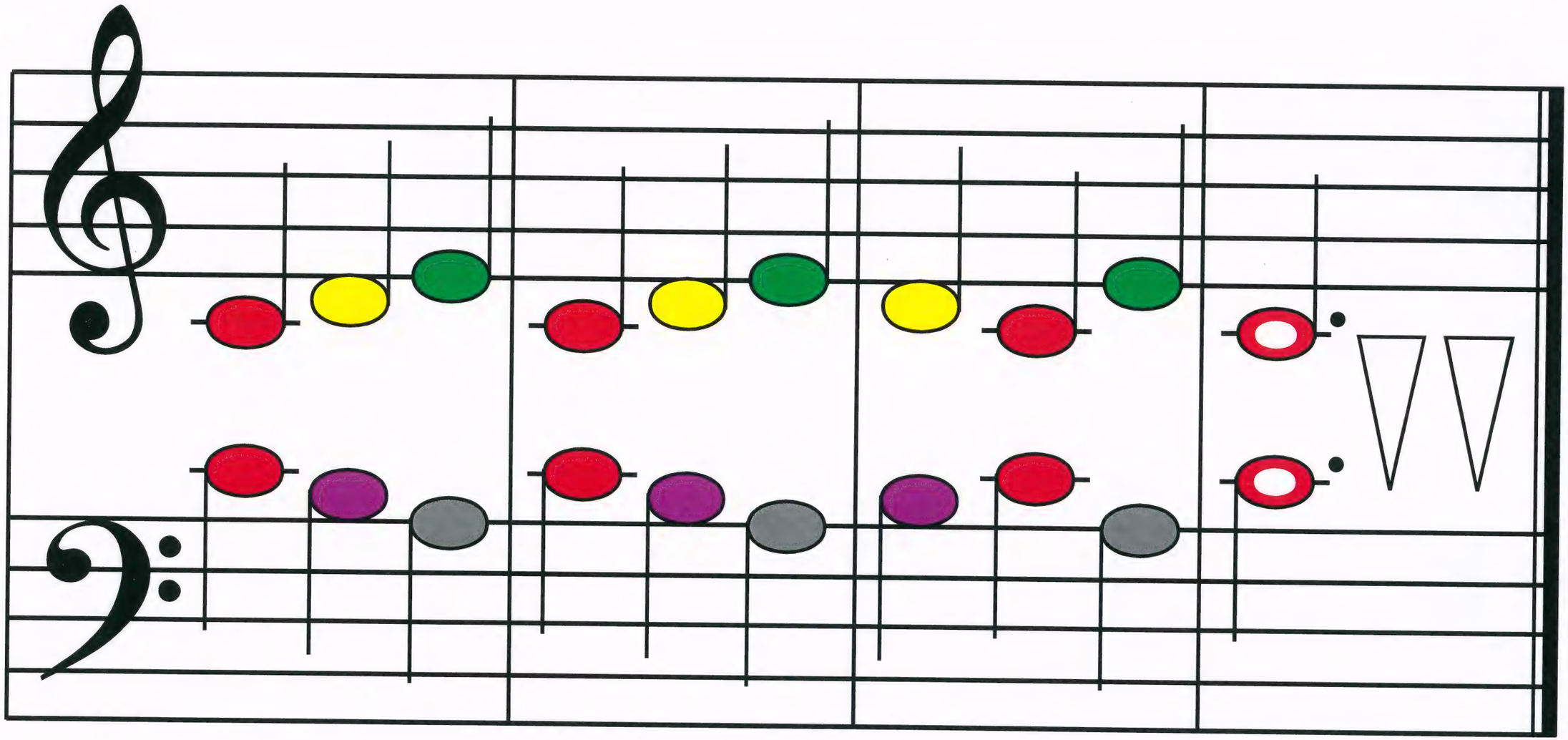

boat was tall and strong__ but stor - my wea - ther



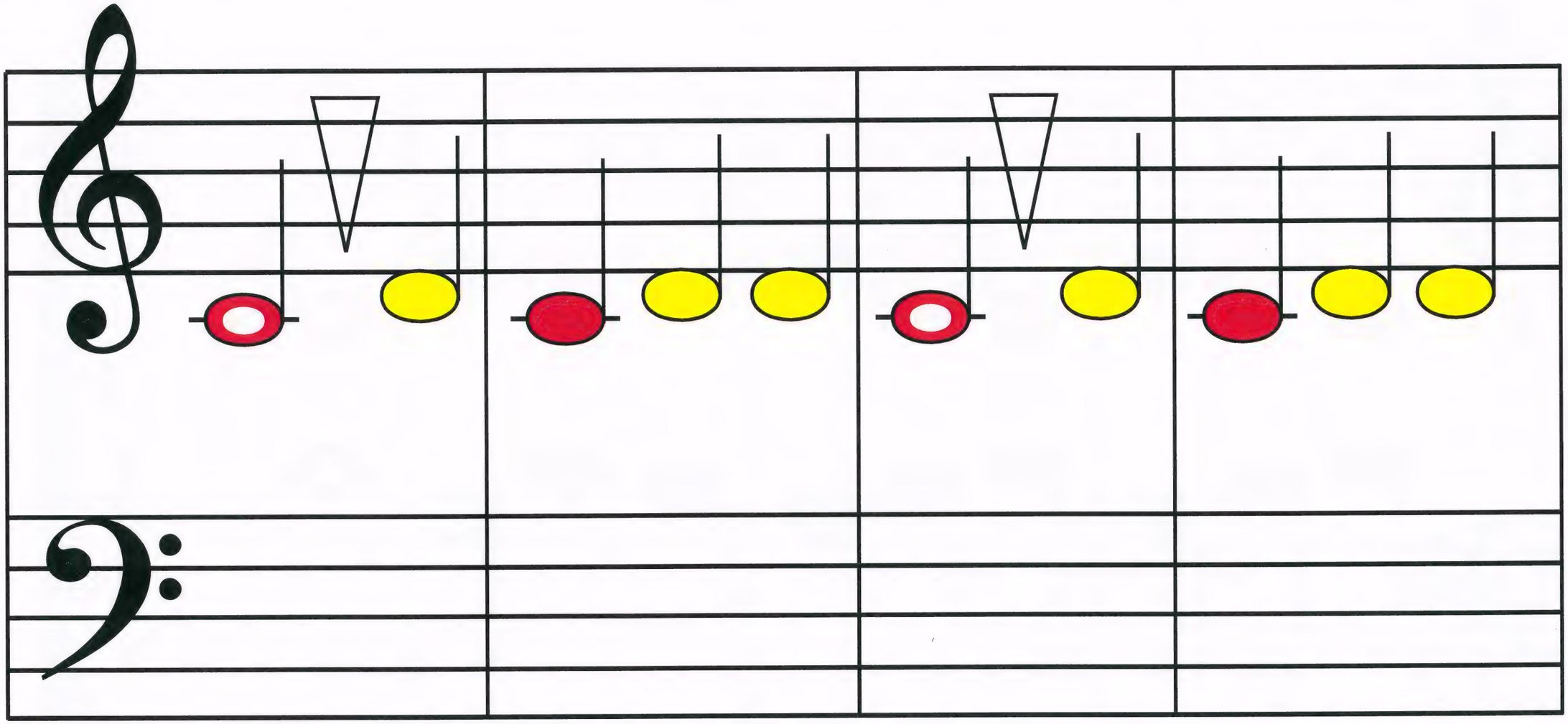
Teacher

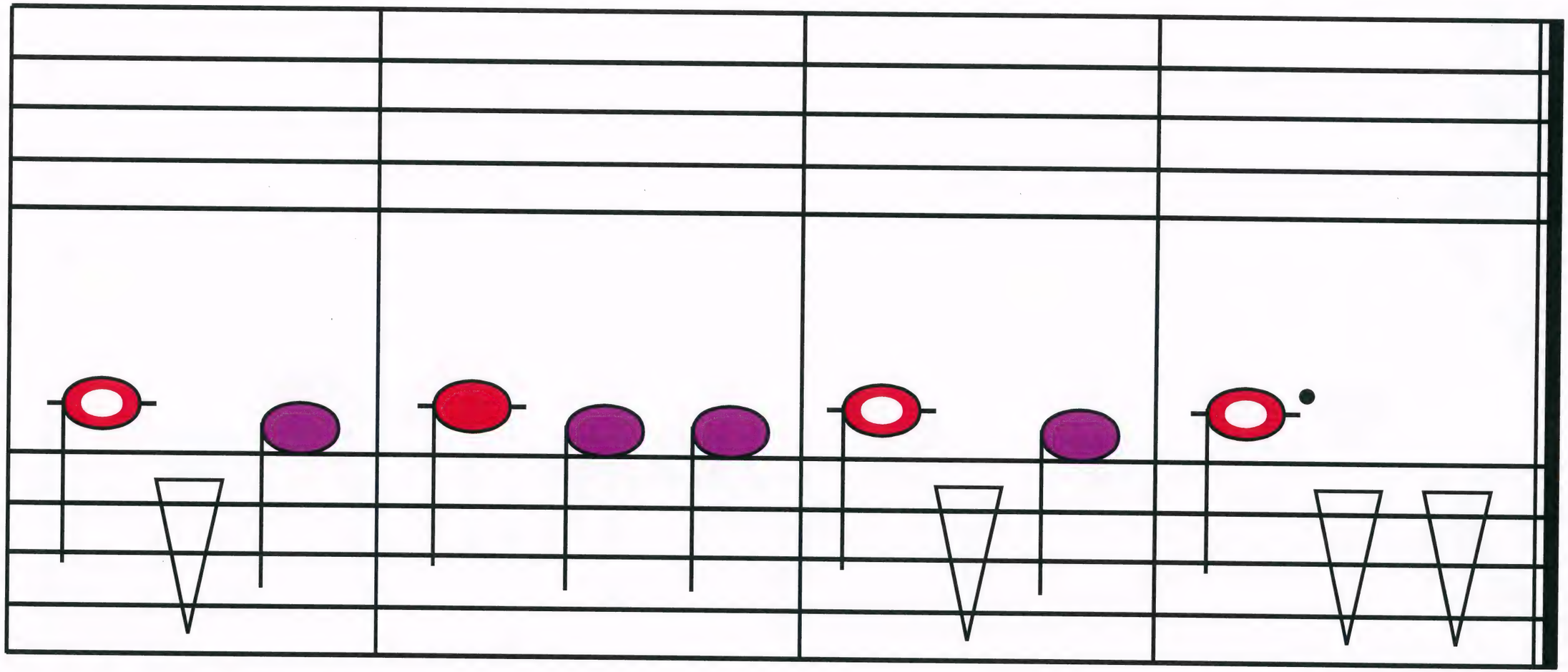


113.

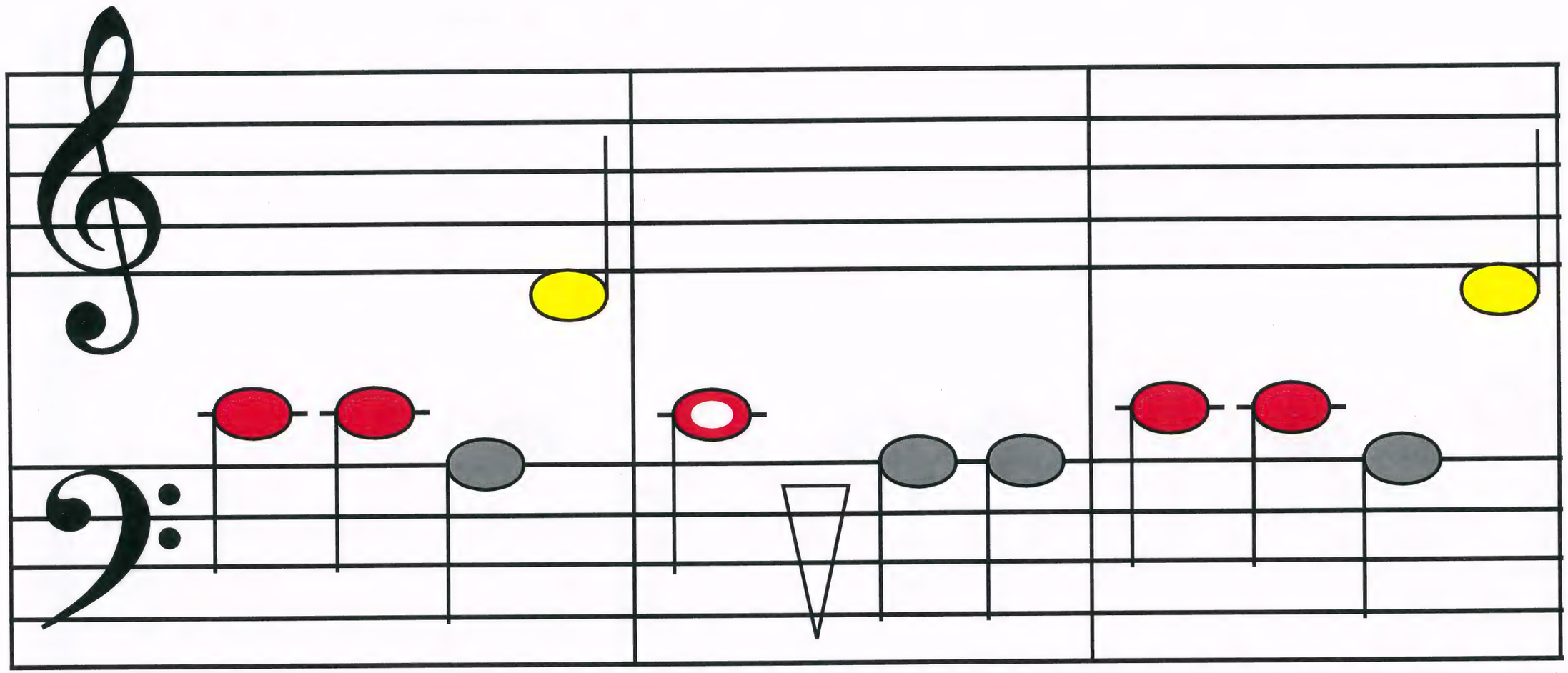


114.

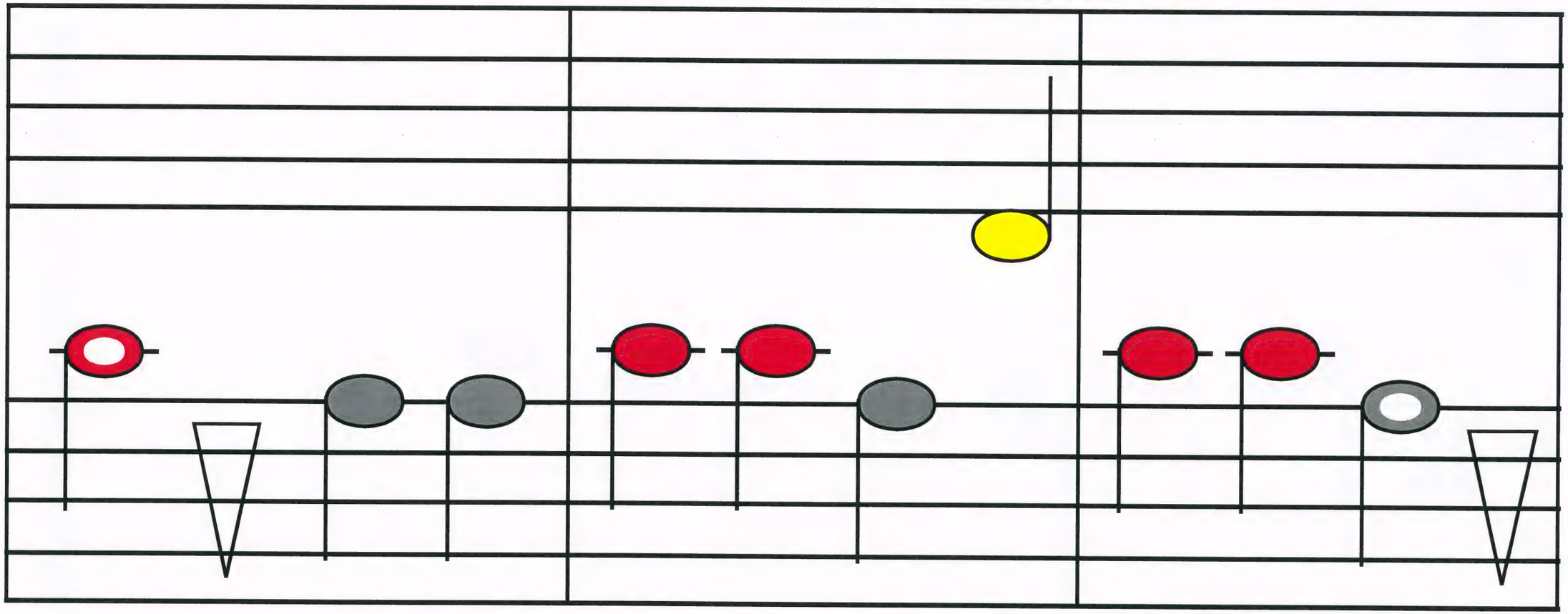




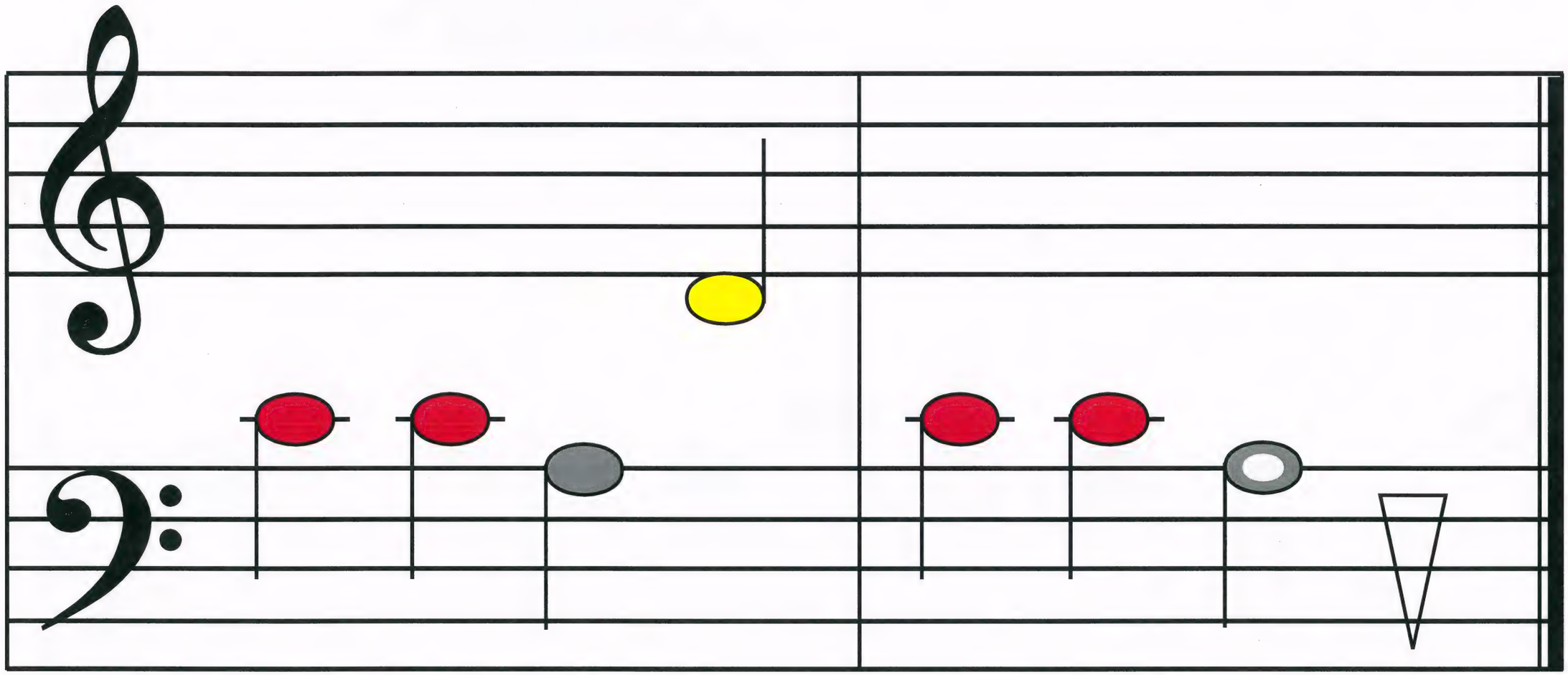
115. Little Raindrops



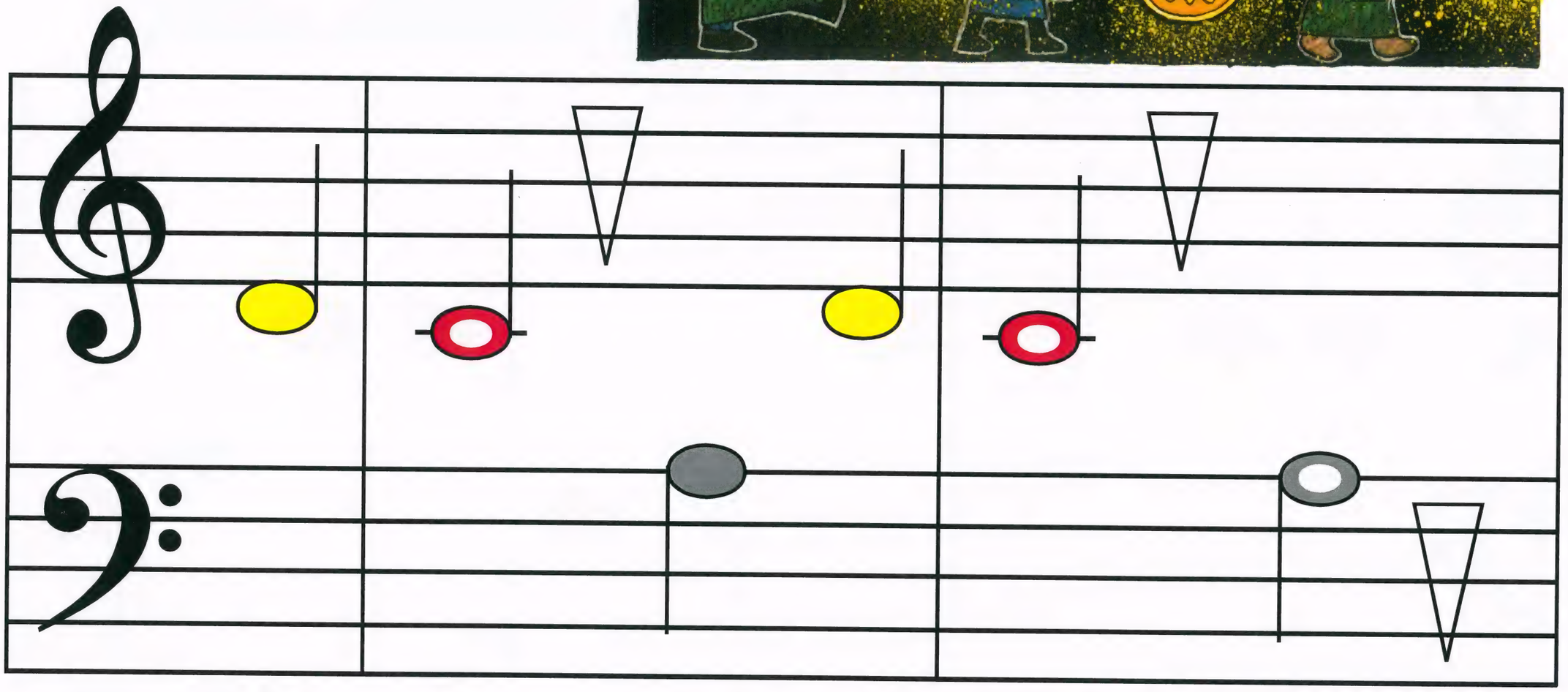
Rain - drops, lit - tle rain - drops, you fall down and you

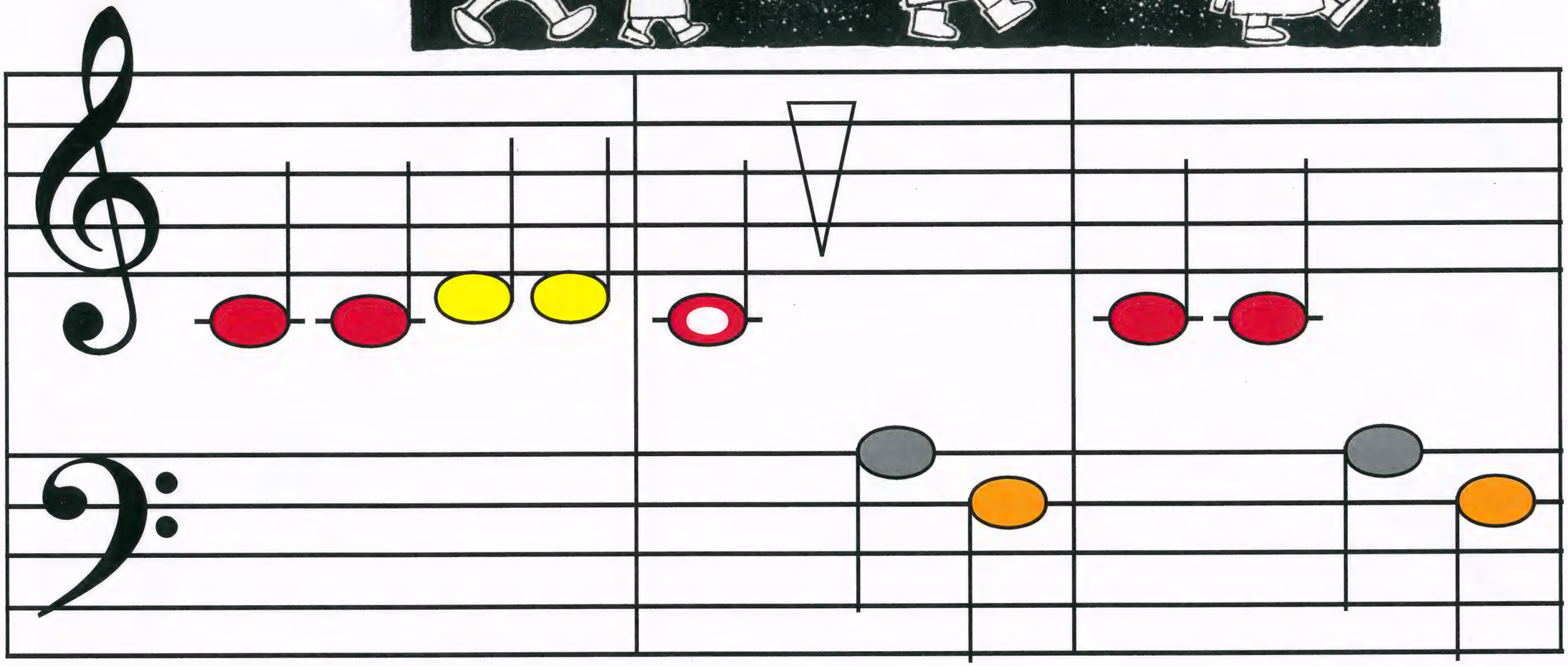


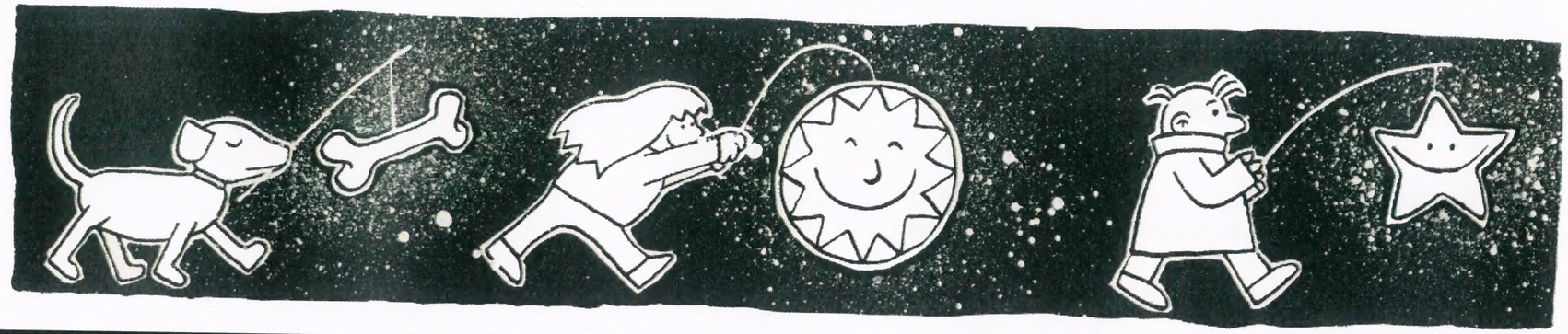
don't stop. You fall down from up in the sky,

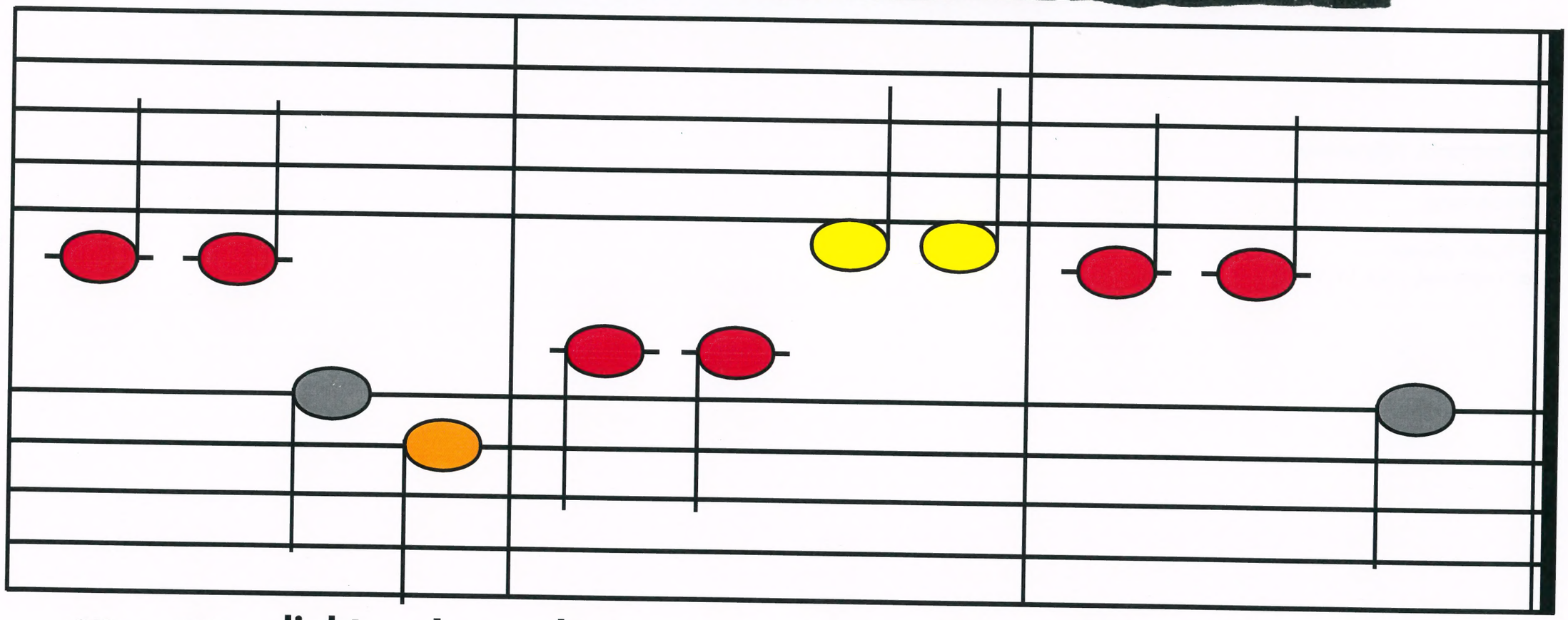

How did you climb up so high?

116. My lantern




Sun and moon and stars burn; shine on, my light, shine




on, my light, I love to see you glow so bright.

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